



Graduate Catalog

2000-2002

Frostburg State University

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Frostburg, Maryland
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The provisions of this catalog are not to be regarded as an irrevocable contract between the University and the student. The University reserves the right to change any provisions of requirement at any time, but its practice is to make no provisions retroactive.

Frostburg State University is an Affirmative Action/Equal Opportunity institution. Admission as well as all policies, programs and activities of the University are determined without regard to race, color, religion, sex, national origin, age or handicap.

FSU is committed to making all of its programs, services and activities accessible to persons with disabilities. You may request accommodations through the Americans With Disabilities Act Compliance Office, 301/687-4102, TDD 301/687-7955.

Frostburg State University is a constituent institution of the University System of Maryland.

Connections

When it seems, as the poet William Butler Yeats wrote, that “things fall apart” and “the center will not hold,” it is through connections — relationships — that we bring a sense of order and purpose to our lives.

To enter Frostburg State University as a student is to enter a community that values relationships. We want you to be fully engaged while you are here, connecting with ideas and people, both inside and outside the classroom. Our faculty are dedicated to helping you learn, but they expect you to be active learners, responsible for your own intellectual and personal development. Our small classes foster interpersonal relationships and the lively exchange of ideas among faculty and students. Our library and our laboratories permit you to access virtually limitless sources of information through modern technology and to engage in electronic dialogue with others in remote sites who share your interests.

Opportunities to build personal relationships abound in our student activities and athletic programs as well, whether it be participation in the student government association, one of the many campus special interest clubs, or intramural or intermural sports. Cultural events — drama productions, dance recitals, music concerts, performances by renowned guest artists, lectures — all provide occasions for the campus community and visitors from the surrounding area to come together as an extended, connected community.

And there are other ways in which we encourage our students to establish good relationships with the community around us. Frostburg State University values and promotes learning through active community service. Our students devote thousands of hours each semester to helping others through participation in activities like Big Brother and Big Sister programs, AmeriCorps, service to senior citizens, fundraising for organizations like the Maryland Food Bank and the American Heart Association, blood drives for the Red Cross, and cleanup and adopt-a-neighbor programs. Through service they learn to be responsible citizens and to use their talents and their knowledge to improve the communities of which they are a part.

This catalog is a sort of road map to possible connections you can make as a student at Frostburg. It tells you about our academic programs, our faculty, and some of the activities available to you. With it comes an invitation to consider joining us as a campus community that truly cares about relationships, about connections.



Dr. Catherine R. Gira
President, Frostburg State University

Sincerely,

A handwritten signature in cursive script that reads "Catherine R. Gira".

Catherine R. Gira, President

Academic Calendar 2000-2001

Fall Semester '00

Testing - new non-registered students only	Aug. 28
Advising/registration - new non-registered students only	Aug. 29
Residence halls open-9 a.m.	Aug. 30
Classes begin	Aug. 31
Late registration/drop/add	Aug. 31-Sept. 7
Labor Day - no classes	Sept. 4
Last day to add classes	Sept. 7
Parents' Weekend	Sept. 22-24
Homecoming	Oct. 6-8
Last day for grad. students to withdraw with "W"	Oct. 11
Last day for undergrads to remove incompletes	Oct. 11
Mid-term warnings distributed to undergrads	Oct. 12
Last day for undergrads to withdraw with "W"	Oct. 25
Spring '01 & Intercession regis., w/out payment	Oct. 30-Nov. 17
Intercession registration, with payment	Nov. 20 - Dec. 11
Residence Halls close - 7 p.m.	Nov. 22
Thanksgiving Recess	Nov. 23-26
Residence Halls open - 12 noon	Nov. 26
Classes resume	Nov. 27
Last day for grad. students to remove incompletes	Dec. 11
Last day to withdraw from classes with "WF"	Dec. 11
Last day of classes	Dec. 11
Intercession course cancellations	Dec. 12
Late regis. for Intercession, with late fees	Dec. 12 - Jan. 2
Reading Days/Finals for graduating students (opt.)	Dec. 12-13
Final Exams/Common Finals	Dec. 14-15
Commencement/Common Final Exams	Dec. 16
Reading Day	Dec. 17
Final Exams	Dec. 18-20
Residence halls close - 10 a.m.	Dec. 21

Intercession '01

Residence halls open 12 p.m.	January 1
Classes begin	January 2
Martin Luther King Day, no classes	January 15
Last day of classes	January 26

Spring Semester '01

Testing - new non-registered students only	Jan. 25
Advising/registration - new non-registered students only	Jan. 26
Residence halls open-9 a.m.	Jan. 28
Classes begin	Jan. 29
Late registration/drop/add	Jan. 29 - Feb. 2
Last day to add classes	Feb. 2
Summer School registration w/out late fees	Mar. 5 - May 11
Last day for undergrads to remove incomplete grades	Mar. 9
Last day for grad. students to withdraw with "W"	Mar. 9
Mid-term warnings distributed to undergrads	Mar. 12
Residence Halls close - 7 p.m.	Mar. 16
Spring Break	Mar. 17-25
Residence Halls open - 12 p.m.	Mar. 25
Classes resume	Mar. 26
Last day for undergrads to withdraw with "W"	Mar. 30
Fall 2001 registration	April 2 - 20
Last regis. for summer w/late fees	May 12 - 31
Summer sessions course cancellations	May 15
Last day for grad. students to remove incompletes	May 15
Last day to withdraw from classes with "WF"	May 15
Last day of classes	May 15
Reading Day	May 16
Final Exams/Common Exams	May 17 - 18
Common Exams	May 19
Reading Day	May 20
Final Exams	May 21 - 23
Residence halls close 10 a.m.	May 24
Honors Convocation 7:30 p.m.	May 25
Commencement	May 26

Summer Sessions '01

Memorial Day (no classes)	May 28
Residence halls open 12 p.m.	May 28
First Summer Session	May 29 - July 2
MBA Session	May 29 - August 9
Internship Session	May 29 - August 21
Residence halls close 7 p.m.	July 2
Independence Holiday (no classes)	July 3 - 8
Residence halls open 12 p.m.	July 8
Second Summer Session	July 9 - August 10
Residence halls close 7 p.m.	August 10

Fall '01

Classes begin	August 30
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The University

The Mission of the University

Institutional Identity

Frostburg State University (FSU) is distinguished by an excellent teaching faculty, dedicated staff and service to the communities of Western Maryland. Students are afforded a supportive environment in which to expand their knowledge, understanding, communication skills, and appreciation for cultural diversity. Couched within a liberal studies tradition, undergraduate programs in teaching, natural and physical sciences, business, human services, and arts and humanities promote intellectual growth and equip learners with problem-solving and decision-making abilities useful in developing global understanding and effecting civic responsibility and constructive change.

Founded in 1898, Frostburg State University is a comprehensive, largely residential, regional university. It is the only four-year institution of the University System of Maryland (USM) west of the Baltimore-Washington metropolitan area. FSU serves as a premier educational, economic, and cultural center for Western Maryland. FSU attracts advanced learners and provides educational opportunities for students from nontraditional and minority populations and from rural and urban areas, creating a student body reflective of contemporary multicultural society. The primary program emphasis is undergraduate education. Graduate studies also constitute a significant component of the educational enterprise, enrolling an increasing number of students interested in pursuing advanced study consistent with the needs of the region and state. Research opportunities exist for both undergraduate and graduate students.

Teaching is the most important professional activity and responsibility of the faculty, and teaching effectiveness is the most heavily weighted consideration in faculty tenure, promotion, and merit awards. Scholarly activity, including research, and community and professional service by faculty are also indispensable to the vitality of the university and are encouraged and rewarded.

As a constituent institution of the USM, FSU provides equal employment opportunities; engages in collaborative programs with other institutions of higher education to provide citizens access to high-quality educational experiences; and serves the educational, economic, and cultural needs of Maryland.

Current Carnegie Classification: Comprehensive College and Universities I

Constituencies Served

The University draws its diverse student body from all areas of the state of Maryland, other nearby states, and a growing number of foreign countries. The majority of students come from the Baltimore and Washington areas. Through technology, the University serves students throughout the state.

FSU invites applications from capable, serious students whose prior academic achievement ranks them in the top third of their high school or community college classes.

As the only public university in Western Maryland, FSU acknowledges its responsibility to offer life-long educational opportunities and professional development responsive to the needs of the people of the region. FSU's Hagerstown Center offers, for the residents of Washington County and nearby areas, upper-division courses leading to the baccalaureate degree, the MBA and the M.Ed. degree. The MBA and selected undergraduate programs are also offered in Frederick.

FSU's Professional Development Centers offer valuable resources for teachers in Allegany, Garrett, and Washington counties. The Small Business Development Center assists in the development of business activity in Western Maryland. The Center for Regional Progress is involved in research and analysis for local Chambers of Commerce and numerous other area agencies.

FSU fulfills a unique role in the economic, cultural, and community development of the region. The University is a major employer providing a positive stimulus to the regional economy. Through its academic departments, Cultural Events Series, and other programming, the University presents the region with a varied, multicultural series of events. Frostburg State University is recognized nationally and regionally for its community service initiatives. The University collaborates with local communities, educational institutions, and non-profit organizations to develop programs responsive to the needs of the broader community including a continuing and emerging responsibility for promoting K-16 partnerships and efforts to support the economic vitality of the region.

Academic Program Emphasis

FSU offers a comprehensive array of baccalaureate and master's degrees with an emphasis on arts and humanities, business, applied technologies, education, environmental studies, human services and social and behavioral sciences. These programs are offered through a mix of traditional, interdisciplinary, and collaborative methods. In response to community and regional needs, high-quality master's programs are offered in a variety of professional fields, including business, education, psychology, human performance, environmental sciences, applied technology, and recreation management.

Collaborative Efforts

FSU collaborates with other educational institutions including schools, community colleges, and doctoral degree granting institutions to deliver programs in allied health, education, the arts, human services, applied and environmental sciences, and international education. These and future collaborative efforts will enable FSU to respond to state and regional needs in a cost-effective and efficient fashion.

Short-Term Goals and Priorities

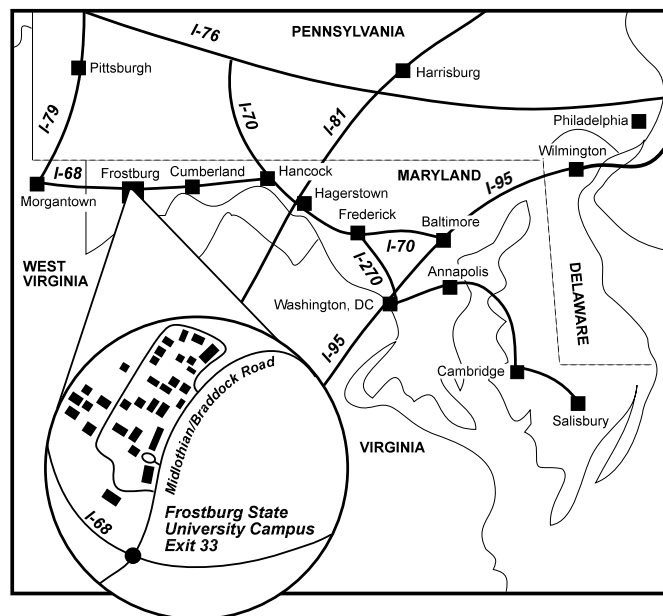
In the near term, Frostburg plans to improve instructional facilities in the sciences through two major renovation and construction projects (Gunter and Compton halls) and ensure campus-wide technological currency. FSU will attain NCATE accreditation for programs in education and strengthen business programs to meet AACSB accreditation standards. The institution will continue to expand cultural enrichment programs and community service activities. FSU will seek to increase funding from private donations, grants and contracts, and entrepreneurial ventures that contribute to the economic vitality of the institution and of the region.

5/29/99

The Campus and Its Surroundings

Frostburg State University is located in the Appalachian highlands (elevation 2200 feet) of western Maryland. The main campus covers 260 acres within the town limits of Frostburg (population=7300). The University also offers courses in Frederick, Maryland and at the Center in Hagerstown.

The local region is rich in both history and outdoor activities. Students can visit nearby recreational areas—Rocky Gap, New Germany, and Deep Creek Lake State Parks—which offer camping, boating, swimming, hiking, and skiing.



Getting to FSU

From Baltimore and east: take I-70 west to I-68 west at Hancock, MD. Continue to the second exit for Frostburg, Exit 33. Bear right onto Midlothian Road and proceed approximately one mile to the main entrance to the FSU campus.

From Morgantown, WV, and west: take I-68 east to Exit 33. Turn left onto Midlothian Road and proceed approximately one mile to the main entrance to the campus.

To the Center in Hagerstown, take I-70 west from Baltimore and exit onto I-81 north. Take the Downtown Hagerstown exit and follow Route 40 east to the Center on the downtown Public Square.

Facilities

The University buildings and grounds make learning, living and working on our campus a special pleasure. Nature easily enters into the daily lives of students: buildings are set around grassy quads; varieties of plants and the surrounding woods change with the seasons. Our facilities and maintenance have received special citations every year for superiority by the State of Maryland.

The University facilities include the 260-acre main campus and the Center in Hagerstown.

The Main Campus

Our classroom buildings include Compton, Dunkle, Fine Arts, Framptom, Lowndes, Old Main, Tawes and the Guild Human Resources Center. Students also attend classes in the Performing Arts and Physical Education Centers.

Students live on campus in eleven residence halls: Allen, Annapolis, Cambridge, Cumberland, Diehl, Frederick, Frost, Gray, Simpson, Sowers, and Westminster.

Student meals are served in the Chesapeake Dining Hall. Meals are also available in the Lane Center Greenhouse and the Sub-Connection.

Many administrative offices are located in the Hitchins Administration Building including the President, University Advancement, Human Resources and Provost. Graduate Services, Registrar, Student Billing, Admissions, Financial Aid, Disability Support and other student services are located next door to Hitchins in Pullen Hall.

In addition to department labs, science facilities include the planetarium, greenhouse, live animal rooms, centrifuge, herbarium, arboretum, electron microscope and the Appalachian Laboratory's new biotechnology center.

Important Facilities

The Library

The Lewis J. Ort Library provides a wealth of research and reference materials for student and community use.

- Over one-half million print titles in the collection
- Web access to library holdings and to other University System of Maryland campus libraries
- Media center of non-print materials and teacher materials collection
- U.S. and Maryland Government documents and maps
- Periodical collection with over 1,300 subscriptions and 2,000 Web access titles
- Special collections with emphasis on Western Maryland
- Interlibrary loan services
- CD-ROM reference works
- Individual and group instruction for use of the library's print/electronic resources and effective research strategies
- Public Internet work stations
- Library's homepage at <http://www.frostburg.edu/dept/library/library.htm> with access to the MdUSA interface which provides access to all of the library's Web databases on-campus or off-campus.

Performing Arts Center

Students studying music, theatre and communication can flourish in the new Performing Arts Center. It contains three state-of-the-art theaters (Recital Hall, Drama Theater, Studio Theater), rehearsal spaces, music practice rooms and electronic labs, shops, offices, classrooms and facilities for the hearing-impaired. Campus and community audiences are welcome at a wealth of concerts and performances. For information, contact the Facilities Manager at 301/687-7460.

Cordts Physical Education Center

Students with valid University identification can use the extensive indoor and outdoor facilities of the Cordts Physical Education Center.

- Three gymnasiums for basketball and other sports
- Swimming pool with 12-ft diving well
- Weight rooms
- Racquetball and squash courts
- Outdoor tennis courts, football stadium, track facilities
- Baseball, soccer, and other athletic fields

For information, contact the Facilities Manager at 301/687-4436.



The Performing Arts Center

Academic Computing

Students have access to a rich computing environment that includes individual department labs housed in various campus buildings as well as the main computing center currently located in Pullen Hall. The Computer Center offers:

- Apple, Windows, and SGI workstations connected to the campus network and the Internet.
- Scanning and printing facilities.
- Standard software including word processing, spreadsheets, databases, Internet browsers, Email, programming languages, graphics production and library access.
- Access to statistics packages and programming languages through the academic mini-computer.

Additionally, Academic Computing offers:

- Internet and Email accounts for students, faculty, and staff.
- Support for students on connections from the residence halls to the University's fiber network (Port per Pillow).
- Internet dial-up service for off-campus students.
- Assistance with general computer-related software and hardware questions and problems.

Academic Computing may be reached at 301/687-7090. Visit our website at www.frostburg.edu/admin/acacom

Lane Center

This student union was built and operates with student fees. It contains student organization offices, bookstore, meeting and game rooms, student lounge, restaurant and convenience store. Lane Center programs and services are described in the Campus Life chapter.

Distance Learning

Teaching and technology join together in the Distance Learning Classrooms—facilities equipped with live interactive television and multimedia equipment. In these “virtual classrooms,” students can complete classes taught by faculty at other institutions and the University can exchange classes taught by its faculty with classrooms at the Hagerstown Center, other colleges and high schools. To find more information about distance learning, contact the Instructional Technology Support Center (301/687-4353).

University Children's Center

The University operates a licensed Pre-School/Extended Child Care Program, Monday through Friday, 7:45 a.m. to 5:00 p.m., for the children of students, employees and community residents. Developmentally appropriate experiences are provided for three, four and five-year-olds in art, math, science, cooking, music and movement, dramatic play, large muscle and fine motor activities. The Center is located in 104-105 Pullen Hall. For more information, call 301/687-4027.

Women's Resource Center

The Women's Resource Center provides a place for students to find resource materials, to attend programs on gender issues, to hold meetings relating to human diversity, and to get information about the Women's Studies Program and the Women's Forum. The Women's Studies Program director and its graduate intern operate the Center which is located in Room 510 of the Lewis J. Ort Library (301/687-7933).

Hagerstown Center

The FSU Center in Hagerstown (301/791-4020) is an integral part of the University, open to all matriculated students.

The Hagerstown Center offers a full MBA degree, a Master's in Education (Elementary Curriculum and Instruction) and the Master of Arts in Teaching. Students may enroll in junior/senior-level courses leading to a Bachelor's degree in accounting, business administration, justice studies or sociology. The Center offers classes from 9:00 a.m. through 11:00 p.m., Monday through Friday, and on Saturday mornings. Most classes are offered late afternoon or evening, although classes utilizing the new fiber-optic, interactive distance learning classroom are offered throughout the day.

The Frederick Center offers a full MBA degree through evening classes on Monday through Thursday.





Lowndes Hall

University History

1898	The Maryland General Assembly authorized State Normal School #2 and a \$20,000 appropriation for a building. The Governor selected Frostburg as a site because the residents offered the best suitable location without cost to the State.
1898	Townpeople raised the money to buy Beall's Park—a two-acre site—for the State Normal School.
1900	Old Main—the first campus building—was completed.
1902	Fifty-seven students attended the first classes of the State Normal School at Frostburg. We offered a two-year program of elementary school teacher training.
1904	Our first commencement. Students received a diploma and a life-time teaching certificate.
1913	The Model School began operating in its new building. This was our first campus training school which allowed student teachers to work directly with children in the classroom.
1919	We opened our first residence hall.
1930	A six-room training school for student teachers replaced the 1913 Model School.
1931	Our teacher training program expanded from two to three years, and then from three to four years in 1934.
1935	<ul style="list-style-type: none"> ● The institution's name changed to State Teachers' College at Frostburg. ● The first four-year degree students graduated with Bachelors in Science in Elementary Education.
1946	The college first offered a liberal arts junior college program. This degree was discontinued in 1960 when four-year programs replaced it.
1947	We completed our first science building. It was followed by the Garrett Science Building in 1952 and the Tawes Science Hall and Planetarium in 1968.
1949-50	50th Anniversary Year
1950-51	The State Legislature funded a 40-acre expansion to our campus and 5 new buildings.
1959	The new teacher-training laboratory school was completed and named after State Superintendent of Schools Thomas G. Pullen. It continued operating as an elementary school until 1976.
1960	The Board of Trustees granted Frostburg State Teachers College the right to confer the Bachelor of Arts degree and the Master of Education.
1961	Our first black student (Leon Brumback) graduated.
1963	In July, we became Frostburg State College.
1964-79	We experienced significant growth during these fifteen years. Six residence halls were completed as well as eleven campus buildings including the Chesapeake Dining Hall, Framptom Hall, Fine Arts, Dunkle Hall, Lane Center, the Lewis J. Ort Library, the Physical Education Center, Hitchins Administration Building, and the Stangle Service Building.
1971	The Master of Science in Management Degree was first offered. This degree was replaced by the MBA in 1989.
1975	The Appalachian Environmental Laboratory—part of the Center for Environmental and Estuarine Studies of the University System of Maryland—opened on our campus.
1986	The Nelson P. Guild Center was completed to house the Social Sciences and Business programs.
1987	In July, our institution was granted University status.
1988	<ul style="list-style-type: none"> ● We joined the University System of Maryland which is comprised of 11 of the State's 4-year institutions and two research institutions. ● The Center in Hagerstown opened.
1989	The first FSU Medallion was presented to Lewis J. Ort. Our second recipient was Governor William Donald Schaefer in 1990 and Gerald Arpino in 1994.
1990	The Frederick MBA program opened.
1991	Dr. Catherine Gira became the second woman president of our institution. Lillian C. Compton served as president from 1945-55.
1994	The Performing Arts Center was completed. On April 24, The Joffrey Ballet performed in the new Center in celebration of its debut on our campus 37 years ago.
1995	●Bell Atlantic distance education classrooms were installed at Frostburg and the Hagerstown Center.
1997	Groundbreaking for the Center for Environmental Science's Appalachian Laboratory was held.
1998	The University celebrated its Centennial with a year-long series of events.
2000	Groundbreaking for the Compton Science Center was held.

Diversity and Equal Opportunity

Frostburg State University affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. Fostering diversity and respect for difference is a fundamental goal of higher education, ranking among the highest priorities of this institution.

In this spirit, Frostburg State University is committed to a policy of equal opportunity and to the elimination of discrimination in both education and employment on the basis of race, color, national origin, ethnic background, gender, sexual orientation, age, creed, political or religious opinion or affiliation, disability, veteran's status or marital status, in conformity with all pertinent Federal and State laws on non-discrimination and equal opportunity.

The following policies guide the University in meeting its aims of diversity and equal opportunity. Copies of these policies are available in the Office of Affirmative Action/Equal Opportunity (301/687-4101).

- Affirmative Action/Equal Employment Opportunity (PN 1.002)
- Sexual Harassment Policy (PN 1.004 Revised)
- Policy on Diversity (PN 1.006)
- Policy of Non-Discrimination/Equal Opportunity (PN 1.008)

Americans with Disabilities Act

Frostburg State University does not discriminate on the basis of disability in admissions or in access to any of its programs or activities.

It is committed to full compliance with the Americans with Disabilities Act (ADA). The ADA requires that all University programs, services, and activities be accessible to qualified individuals with disabilities. If a program or service is inaccessible to disabled persons, the University maintains responsibility for providing reasonable accommodations to ensure accessibility. This includes, but is not limited to, access to classes, lectures and all campus-sponsored events, on-campus housing, and all facilities used by students and visitors. You may request accommodations through the ADA Compliance Office, (301/687-4102; TTD 301/687-7955).

Accreditation

The University is accredited by the Middle States Association of Colleges and Schools and the International Association of Counseling Services. The University has specialized accreditation of the teacher education programs through the Maryland State Department of Education which applies the standards of the National Association of State Directors of Teacher Education and Certification.

Graduate Study at FSU

Graduate study allows you to advance your education under the direction of discipline specialists. You should carefully select a field of study which provides you with the opportunity to acquire the understandings, skills, and values needed for advancement in your chosen field and for continuing self-education.

Graduate programs are designed to extend your academic, professional, and personal competence; to familiarize you with the research in your field of study; and to enable you to apply relevant research to contemporary issues in your specialty.

The master's degree confers upon its recipients recognition as leaders within the fields of study. Therefore, as a graduate student, you are expected to reflect not only superior academic achievement, but also the commitment, values, and leadership skills necessary for you to assume a leadership role in your specialty area.

Graduate Program Governance/Administration

The Graduate Council, a committee of the Faculty Senate, functions as the major policies and procedures body for graduate programs. The full range of the Council's responsibilities can be found in its charter.

School Deans are responsible for overseeing the administration of the graduate programs under their jurisdiction. Each Graduate Program Coordinator is responsible for administering his/her own graduate program.

Students' Rights and Responsibilities and Standards of Personal and Group Conduct

As a student, you enjoy the basic rights of any citizen of our society as you pursue your graduate education, but there is often confusion between the rights of students as citizens and the assumed rights of students as students. Established at the University are clear behavioral guidelines along with the consequences for acts outside these guidelines.

A publication, *The Pathfinder*, available in the Office of Student and Educational Services, includes enumeration of students' rights and responsibilities, identifies the University's standards of personal and group conduct, and explains the University Judicial System.

Admission Requirements

Admission to graduate studies is based on the academic qualifications of the applicant and is granted without regard to race, color, religion, sex or disability.

Regardless of the purpose for which you plan to take graduate courses, you must file an application for admission to graduate studies. A formal letter indicating your admission status is issued when your application is completed. File your application with the Office of Graduate Services early during the semester immediately preceding actual enrollment in graduate classes.

You may submit the application for admission with the registration course request form for that particular semester or summer session. It should be understood, however, that if you seek a degree and have not been fully admitted, or have not developed an approved study plan (in programs where study plans are required), you have no guarantee that the courses taken prior to admission will be accepted into the Master's program. You must complete the admission process in its entirety prior to completing the first semester of courses or you will not be permitted to register for additional courses.

Your admission is valid for the entire time of graduate study provided you register for at least one course during an 18-month period. Should 18 months elapse since you registered for a course, you must submit a request to the Office of Graduate Services to be readmitted before you may register again.



Applicants for graduate study are assigned to one of the following categories: degree program admission, provisional status, or non-degree status.

Degree Program Admission

You may be granted degree program admission if you have a strong undergraduate academic record and appear to have potential for successful completion of a graduate program. Degree program admission is based on the following criteria:

1. Completion of the baccalaureate degree at a regionally accredited institution of higher education with an undergraduate cumulative grade point average of at least 2.5 on a 4.0 scale and proper undergraduate preparation for study in the chosen program. Some degree programs require a cumulative point average higher than 2.5.
2. Completion of an application for admission to graduate study as a degree program student.
3. Submission of official transcripts of all previous graduate work and a transcript certifying the completion of a baccalaureate degree. This official transcript must be sent directly to the Office of Graduate Services from the degree-granting institution.

Note: Certain degree programs have additional admission requirements, which are detailed in the section of this catalog devoted to specific programs.

Provisional Status

Provisional status allows you to enroll in graduate courses in order to qualify for admission to a degree program. You may be granted provisional status if denied unconditional admission due to (1) less than a 2.5 grade point-average on 4.0 scale; (2) baccalaureate degree not from a regionally accredited college or university; or (3) undergraduate course deficiencies. If you are assigned provisional status, you must construct a special study plan of 9 to 15 credits approved by your advisor. After completing the 9-15 credits, you must apply to the Graduate Program Coordinator for a change of status. You must achieve a minimum cumulative grade point average of 3.0 in order to apply for a change of status to degree program admission.

Non-Degree Status

You may be assigned non-degree status if you wish to apply for graduate study but do not wish to work toward a graduate degree. This category usually includes students who wish to take courses for professional development, for transfer to another institution, or for maintaining certification in the field of education. Non-degree status is based on the following requirements:

1. Completion of the baccalaureate degree at a regionally accredited institution of higher education.
2. Submission of an official transcript certifying the completion of a baccalaureate degree. This official transcript must be

sent directly to the Office of Graduate Services from the degree-granting institution.

Enrollment of Undergraduates in Graduate Courses

Frostburg State University undergraduates may take no more than 7 credits in graduate courses for graduate credit prior to completion of the bachelor's degree requirements. To enroll in a graduate course, you must be a senior with at least a 2.5 grade point average and must have the recommendation of your advisor.

Registration for graduate courses will be completed under the direction of the Office of Graduate Services as a separate registration and will not be included in your undergraduate registration. If you are a full-time undergraduate student taking a graduate course during the academic year, you will not be required to pay tuition for the graduate course since you will pay tuition and fees as a full-time undergraduate.

Credit earned in a graduate course may be considered only as graduate credit and may not be used as undergraduate credit for the baccalaureate degree. The credit, although technically graduate credit, may not be used for a graduate degree at Frostburg State University unless it later becomes part of your graduate requirements.

Exceptions to these policies are made only

for students who are admitted to a combined baccalaureate-master's program at Frostburg State University. See the degree program listings for descriptions of current programs and selection criteria.

Senior Citizen Golden Identification Card

Senior citizens may qualify for admission and a Golden Identification Card. Participants in the Golden Identification Card program may register for up to three courses each semester for credit - on a space-available basis - without paying tuition. They may enroll only at late registration. Although the late registration fee is waived for senior citizens, they must pay all other fees. To qualify for the Golden Identification Card, the prospective student must meet the following criteria:

- Be a resident of Maryland
- Be a U.S. citizen or produce a Resident Alien card (formerly an Alien Registration card)
- Be 60 years of age by the beginning of the term for which you are applying
- Not be employed more than 25 hours a week

Individuals who qualify for the Golden Identification Card may obtain applications from the Office of Admissions. For further information about these qualifications call 301/687-4201.



International Student Admission

If you are a foreign national and have been awarded the baccalaureate degree (or its equivalent) from any institution other than a U.S. regionally accredited institution of higher education, you must do the following before you can be considered for admission to graduate study:

1. Submit a completed Application for Graduate Study to the Office of Graduate Services, Frostburg State University, Frostburg, MD 21532-1099, U.S.A.
2. Ask the Educational Testing Service (ETS) to send the results of the Test of English as a Foreign Language (TOEFL) to the Office of Graduate Services, Frostburg State University. Take this test if you are from a non-English speaking country. Take the test approximately six months in advance of the semester for which you are applying. You must achieve a minimum score of 560 on the TOEFL paper exam or 220 on the computer-based TOEFL to be eligible for admission.
3. Submit official copies of transcripts showing all university and college work. These transcripts must show the subjects taken, grades for the subject, and degrees awarded. Official copies must bear the seal of the issuing institution and the actual signature of the college or university registrar.
4. Have transcripts for institutions other than American institutions translated and evaluated by World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10011, U.S.A.; Education Credential Evaluators, P.O. Box 92970, Milwaukee, WI 53202-0970; or by International Consultants of Delaware, Inc., 109 Barksdale Professional Center, Newark, DE 19711, U.S.A. Your credentials will be evaluated and a report forwarded to the Office of Graduate Services. No action will be taken on your application for admission until the evaluation has been received.
5. Complete the "Financial Confirmation" form and submit it to the Office of Graduate Services. This form attests that your sponsor is aware of the educational and living expenses and is prepared to provide the necessary funds. Students must pay all educational costs for the semester in full at registration.
6. Complete the Health Insurance Confirmation Form and submit it to the Office of Graduate Services. You are required to maintain adequate health insurance to continue as an active FSU graduate student and as a valid F-1 visa holder.
7. Fulfill program admission requirements.



International Student Application Deadlines

The application and other required documents must be received by the Office of Graduate Services according to the following schedule:

Semester Planning to Enter FSU	Deadline for Submitting Complete Application
Fall semester	June 1
Spring semester	October 15
Summer School	January 15

We will not grant you an I-20 until we have received all your required information.

If you are an international student residing outside the United States, you should not come to Frostburg State University before receiving a formal letter of admission and an I-20. For complete instructions, contact the Office of Graduate Services, Frostburg State University, Frostburg, MD 21532-1099, U.S.A.

Expenses, financial aid and scholarships

Expenses

This information applies to the academic year 2000-01 only. Please see appropriate Academic Schedule Booklets for 2001-2002 rates. All charges for tuition, room and board, and other fees and expenses are subject to change at any time by Frostburg State University and/or the Board of Regents of the University System of Maryland.

Tuition

Tuition, full-time, evening, or summer is \$180 per credit hour for resident graduate students, and \$208 per credit hour for non-resident graduate students.

Students taking courses for pass/fail or courses without credit designation will receive assigned equivalency credit hours for tuition and fee purposes.

Fees

The following paragraphs explain how the University uses the fees which students pay. For information on other fees and expenses related to summer and undergraduate programs, refer to the respective catalogs and bulletins.

Activities Fee: An optional activities fee of \$72 per semester for full-time (9 or more

graduate credits) or \$8 per semester for part-time (less than 9 credits) students is collected to support student publications, the campus radio station, social activities, student government and a balanced program of cultural events. To be billed for the activities fee, write to the University and Student Billing Office to indicate the number of credits for which you are registered.

Application Fee: Applicants pay a \$30 non-refundable application fee when they apply to the University. This one-time only fee is sent directly to University and Student Billing at the same time the application is mailed to the Office of Graduate Services. This fee is waived for FSU graduates.

Main Campus Fees

Please note: You are not required to pay the following fees if you are enrolled at an off-campus site.

Athletic Fee: A non-refundable athletic fee of \$16 per credit hour fee for graduate students is used to support the University's program in intercollegiate and intramural athletics.

Auxiliary Facilities Fee: An auxiliary facilities fee of \$6 per credit hour for graduate students is assessed for construction expenses of the auxiliary facilities.

Student Union Operating Fee: A Student Union operating fee of \$10 per credit hour for graduate students is charged for operating expenses of the Lane Center.

Transportation Fee: A Transportation fee of \$10 per semester for full-time students and \$1 per credit hour for part-time students is charged, allowing students to ride Allegany Transit Authority buses by showing a student ID.

Other Fees and Expenses

Late Payment Fee: A late payment fee of \$30 is charged for payments received after the established payment deadline.

Late Registration Fee: A late registration fee of \$30 is charged for not registering as prescribed.

Private Music Fee: Music students desiring private study of organ, piano, other instruments, or voice are charged \$50 per credit hour.

Deferred Payment Participation Fee: A \$50 participation fee is charged each student signing a deferred payment promissory note. A \$30 late payment charge is assessed each time

Graduate Tuition & Fees 2000-2001*

Tuition (per credit hour)

Maryland Residents**	\$180
Out-of-State Residents	\$208

Semester Fees (per credit hour)

Athletic Fee+	\$16
Auxiliary Facilities Fee+	\$6
Student Union Operating Fee+	\$10
Activities Fee (optional, less than 9 credits)	\$9
Transportation Fee	\$1

Other fees & expenses

See detailed explanation at right.

Application Fee, one time only, waived for FSU graduates	\$30
Career Services Credentials	\$10
Deferment Fee	\$50 per semester
Duplicate Copy	\$3
Late Registration Fee	\$30
Late Payment Fee	\$30
Lost ID Card	\$10
Private music fee	\$100 per credit
Returned Check Fee	\$30
Vehicle Registration	day \$20 per year
evening only	\$5 per year

During the summer, you will be required to pay a University Fee for the administration of summer school.

* See Graduate Schedule Booklet for 2001-2002 rates.

**See Policy for Student Residency Classification, policies chapter of this catalog.

+You are not required to pay these if you are enrolled at an off-campus site.

Note: All charges for tuition, fees, and expenses are subject to change at any time by the Board of Regents of the University System of Maryland.

students fail to make deferred payments on the due date.

Duplicate Copies: A \$3 fee is charged for each duplicate statement of fees (or other receipt) requested. A \$10 fee is charged for each duplicate ID Card. A \$2 fee is charged after the third request for each set of credential files provided by the Office of Career Services.

Returned Check Charge: A \$30 fee is charged whenever a check given in payment of any obligation is returned by the bank. Article 27, Section 142 of the Annotated Code of Maryland states that anyone who obtains money, etc., by bad check is subject to prosecution. All checks returned to the University by the bank as "unpaid" (this includes checks on which payment has been stopped) must be paid within seven days of the University's notification to the student.

Motor Vehicle Registration: A \$20 motor vehicle registration fee is charged for students registering a vehicle.

Students who register for evening classes only may purchase a permit at the reduced price of \$5.00. Evening permits are not valid from 6:00 a.m. to 4:00 p.m., Monday through Friday. Permits are issued for the academic year.

Room and Board

Graduate students may choose to live in university residence halls. Rooms are assigned on a space-available basis. The cost for room and board for each University residence hall student varies from \$4,674 per year to \$5,790 per year. Room contracts are binding for one academic year (fall and spring semesters). All students living in the residence halls are required to purchase a meal plan for the University dining hall.

Room Reservation Fee

If you choose to live in a University residence hall, you must pay a \$100 room reservation fee. You will forfeit this room reservation fee:

- (1) if you cancel your room for the fall semester after June 30;
- (2) if you receive your room assignment after June 30 and cancel the assignment later;
- (3) if you enter as a new student in the spring semester and cancel your room before the first day of classes.

Residence Hall Damage Deposit

You will be charged a \$100 damage deposit before you move on campus your first semester. Money will be deducted from this deposit for the following:

- (1) damages to your room and room furnishings;
- (2) damages to common areas within your residence hall if these damages are unreported and/or unclaimed. These damages will be charged collectively to the residents.

If your deposit drops below \$25, you will be sent a bill to replenish your deposit to the \$100 level.

The balance of this damage deposit remains in your account until you leave the residence halls for any reason. Because this refund is processed through the State Comptroller's Office, it will be refunded at the end of the semester in which you withdraw. This deposit will not be deducted from the total due on your bill.

Payment of Fees

Make all checks or money orders payable to Frostburg State University for the exact amount on the bill you receive. All fees must be paid prior to the beginning of each semester or before the date shown on the statement of fees. Students will not be admitted to classes until all bills have been paid or they have made approved arrangements with the University & Student Billing Office and they may not register for the next semester. Failure to meet the due date will result in the cancellation of the student's schedule.

Deferred Payment Plans

Two deferred payment plans allow you to spread the cost of registration over a specified period: the Frostburg State University 60-day deferred payment plan and the Frostburg State University MPP 10-month budget plan.

You may apply for the 60-day deferred payment plan by completing the application form mailed with your bill and returning it to the University & Student Billing Office before the bill payment deadline. The following guidelines apply to the deferred payment plan.

- One-third of the semester bill must be submitted with the deferred payment plan form to University & Student Billing before the bill payment deadline.
- Another one-third of the semester bill is due within thirty days.
- The final one-third of the semester bill is due within the following thirty days.
- A service charge of \$50.00 is added to the first deferred payment.
- A late payment charge of \$30.00 will be added each time the student fails to make

payment on the due date.

- If deferred payments are more than 10 days late, the student may be dismissed from classes.
- The deferment plan cannot be extended beyond the 60-day period, but pre-payment is accepted anytime within the 60-day period.
- If the account remains unpaid after 60 days, the student cannot register for the following semester.
- Deferred payments do not affect the way refunds are computed.

The Frostburg State University MPP budget payment plan allows you to pay University fees in 10 convenient monthly payments. The cost of this plan is \$60. There is a \$10.00 handling charge for any payment received after the due date.

You may request information about this plan directly from University and Student Billing, 301/687-4321.

Charges for Collection of Unpaid Bills

If a student's account is not promptly paid, the University will turn it over to the Maryland State Central Collection Unit and a 17-percent collection fee will be added to the bill. If further collection action is needed, an outside agency will be retained and those charges will also be billed to the student. The state may also withhold any refund due to the student from the Maryland State Income Tax and apply it to the overdue account.

Identification Card

You should obtain an FSU identification card, which is required for access to certain facilities and equipment and will admit you to university-sponsored activities and events. You must have an I.D. card to check books out of the University library. I.D. cards are processed and obtained in the I.D. Office located in the north lobby of Chesapeake Dining Hall (enter the door nearest Frederick Hall). The hours are 9:00 a.m.-1:00 p.m. and 2:00 p.m.-4:00 p.m. daily.

Refund Schedules

Fall and Spring Semester

Before the end of each registration period	100% tuition refunded
Before the 15th calendar day after the official start of classes for that session	80% tuition refunded
From the 15th day until the end of third week after the official start of classes	60% tuition refunded
During the 4th week after the official start of classes	40% tuition refunded
During the 5th week after the official start of classes	20% tuition refunded
At the end of the 5th week after the official start of classes	0% tuition refunded

Fee Refund Schedule (including summer session)

Application fee		0% refund
Room reservation fee	- if written cancellation is received by June 30	100% refund
	- after June 30 prior to the fall semester	0% refund
Board fee	- Up to mid-semester	prorated on a weekly basis plus one week
	- After mid-semester	0% refund

Summer Sessions

Before the end of the summer registration period	100% tuition refunded
Before the end of one-fifth of the length of the session, but in no case beyond the 7th calendar day of the session	80% tuition refunded
Before the end of two-fifths of the length of the session	40% tuition refunded
At the end of two fifths of the length of the session, but in all cases beginning with at least the 15th calendar day of the session	0% tuition refunded

*In the case of special courses of short duration (i.e., one week or less), this policy will be applied on a pro-rata basis in a manner consistent with the policy.

Non-refundable Fees

The following fees are non-refundable after the end of each registration period including the summer session and Intersession:

Room rent fee	Private Music Fee	Transportation Fee
Activities Fee	Student Union Operating Fee	University Fee
Athletic Fee	Student Teaching Fee	Vehicle Registration Fee
Auxiliary Facilities Fee		

Financial Aid

Office of Financial Aid, 114 Pullen Hall
301/687-4301, FAX 301/687-3029

The University program of financial aid helps students who have limited financial resources. Every effort is made to aid qualified students in need of financial assistance through loans, grants, scholarships and part-time employment.

The Financial Aid Office operates with an open-door policy and provides financial aid information to assist students and their families with the application process.

Application Process

All students applying for financial aid through the University must complete the Free Application for Federal Student Aid. This is the only application necessary for federal and state aid. The Free Application for Federal Student Aid includes detailed instructions and is available in late November/early December through the Financial Aid Office, the Office of Graduate Services, or higher education financial aid offices throughout the country.

- Students must reapply for financial aid each year.

Types Of Financial Aid

The major federal and state financial aid programs administered by Frostburg State University are described below. For more detailed descriptions of the programs, see the Financial Aid and Scholarship brochure distributed by the Financial Aid Office.

Student Loans

Stafford Loans are a major form of self-help aid that are available through the Federal Family Education Loan Program (FFEL) to graduate students who are enrolled for at least six credits per semester. These loans are made available through banks and credit

Refund Policy

The following regulations govern refunds available upon withdrawal from the University or when other changes of status take place. To withdraw from the University, you must complete an official withdrawal card and file it in the Office of Registration and Records before you are entitled to any refund. Because refund amounts change depending upon when you file, the date used to determine refunds will be the date on which you submit the final filing or change of status to the Office of Registration and Records.

For Intersession, refunds of tuition are provided up to and including the last day of registration.

Students dismissed for disciplinary reasons are not entitled to any tuition or fee refund.

New Student Refund Policy (For Title IV Recipients)

Federal regulations mandate a new student refund policy for Title IV recipients. The policy requires institutions to provide a pro-rata refund to any new student withdrawing before 60% of the enrollment period has elapsed.

unions that participate in the FFEL Program. Stafford loans are either subsidized or unsubsidized.

A subsidized loan is awarded on the basis of demonstrated financial need. A borrower will not be charged any interest during the in-school period on a subsidized loan.

An unsubsidized loan is not awarded on the basis of need. A borrower is charged interest from the time the loan is disbursed until it is paid in full. If a borrower allows the interest to accumulate, it will be capitalized - that is, the interest will be added to the principal amount of the loan.

Note: if your interest is capitalized, it will increase the amount you have to repay. If you choose to pay the interest as it accumulates, you will repay less in the long run.

Generally, as a graduate student, the maximum you can borrow is up to \$8,500 each academic year. Keep in mind that you may receive less if you receive other financial aid or resources that are used to cover a portion of your cost of attendance. See the *Federal Student Guide* (available in the Financial Aid Office) for aggregate maximums that can be borrowed from Stafford Loan Programs - including subsidized and unsubsidized loans.

In order to be considered for a subsidized/unsubsidized Stafford loan, an applicant must file a Free Application for Federal Student Aid (FAFSA). In addition, the applicant must complete a Master Promissory Note (MPN) to secure these loans. Check with the Financial Aid Office for additional details related to securing a Stafford Loan.

Graduate Assistantships

Graduate assistantships in research and program-related activities are offered as an academic honor and distinction. These assistantships require approximately 20 clock hours of research, teaching, projects, administrative, or other program-related activities per week. Positions are available in academic departments and in some administrative offices. The graduate assistant receives a stipend of \$5,000 for the academic year and tuition is waived up to 12 credits per semester. Fees are not waived. Summer assistantships, with prorated stipends, may be available, contingent on funding. Graduate assistants must be enrolled full-time (minimum of nine credits per semester) and may receive tuition waiver support of no more than 30 hours in a twelve-month period, including summer. In order to receive summer tuition remission, the graduate assistant must have a summer GA contract.

A limited number of International Fellowships, with stipends of \$6,650 for the academic year, and at least partial funding of a limited benefits medical insurance plan, also are available, with other terms and conditions equivalent to those for graduate assistantships. The International Fellowships are designed to implement provisions of official exchange agreements between Frostburg State University and other educational institutions abroad, and selection preference is given to students attending the University under such official agreements. Recipients must be foreign nationals.

Eligibility for a graduate assistantship requires full admission to a Master's degree program.

Students who have begun course work and have been admitted to a degree program must be good academic standing. Also, they must possess and maintain a minimum grade point average of 3.0 in all courses taken for graduate credit.

The Residence Life Office also offers graduate assistantships worth room and board to graduate students to provide supervisory, programmatic, and counseling services in the residence halls.

Contact the Office of Graduate Services for detailed information about graduate assistantships.

Scholarships

Because Frostburg State University is firmly committed to academic excellence, a number of scholarship programs are available to graduate students. Several have been established through the Frostburg State University Foundation; others are made available by the State of Maryland, individual donors, businesses and corporations, and civic organizations. Please refer to the Financial Aid and Scholarship brochure for information about scholarships that are available to qualified graduate students.

Special Awards

The Dr. R. Bowen Hardesty and R. Bowen Hardesty, Jr. Award for Innovation in Quality Education

This cash award of \$250, established by Dr. Hardesty (president of the University from 1953-64) in honor of his late son who was a teacher in Maryland, is made annually to that Master of Education degree recipient identified as "the most innovative master's candidate in the field of education." Contact: Dr. Susan Arisman, College of Education, 301/687-4750.

The Maryland Hope Teacher Scholarship

The Maryland Hope Teacher Scholarship program is for undergraduates and graduates who would like to become classroom teachers in the Maryland Public School system.

In order to qualify, a student must have a cumulative 3.0 GPA and be a Maryland resident who is enrolled full time in an eligible teacher education program. If you accept this scholarship, you must sign a promissory note that states you will work as a full-time certified teacher in Maryland one year for each year of assistance received. *Note: Failure to meet the service obligation will result in a responsibility to repay the scholarship.*

The annual award for this scholarship is \$5,000. In order to apply, an applicant must complete a Maryland Hope Scholarship Program application and submit it to the State Scholarship Administration by March 1. This application is available from the State Scholarship Administration (410/260-4565) or at the Office of Financial Aid at FSU (301/687-4301).

Lalitta Nash McKaig Foundation

The McKaig Foundation offers scholarship funding to qualified students seeking an undergraduate or graduate degree at any accredited college or university in the United States.

To be eligible, you must demonstrate financial need and reside in Bedford or Somerset County, Pennsylvania; Mineral or

Hampshire County, West Virginia; or Allegany or Garrett County, Maryland.

To apply for this scholarship, complete the McKaig Scholarship application and send it directly to the McKaig Foundation. In addition, the student must supply the Free Application for Federal Student Aid (FAFSA) Student Aid report results to the McKaig Foundation. Students should review the McKaig application for other required documentation.

The deadline for applying is May 31 prior to the academic year for which application is made. If you are selected initially, you will be required to have a personal interview with the Foundation Administrator in Cumberland, Maryland.

For further information and application forms, contact the Financial Aid Office, Frostburg State University, 101 Braddock Road, Frostburg, MD 21532-1099; phone 301/687-4301.

The Wilda B. Petenbrink Graduate Research Assistantship in Psychology

The Wilda B. Petenbrink Graduate Research Assistantship in Psychology is available only to graduate students admitted to the Master of Science in Counseling Psychology degree program. The assistantship is for an academic year of two semesters and provides a stipend and tuition waiver for up to 12 credits per semester. This stipend may be augmented by the Academic Affairs budget pending budgetary circumstances.

The research assistantship is designed to assist in the research and development of community mental health programs in this region. Primary emphasis may be given to the evaluation of results of programs or services already in place. Application should be made to the Chair of the Psychology Department at 301/687-4193.

Student Services

The University has a number of services available to you. Among these are counseling and testing, career services, computing services, health services, housing, cultural activities, as well as a day care center.

Regulations pertaining to matters on student life are found in the *Pathfinder*, the Residence Hall Handbooks, and other bulletins issued by university officials.

Health Services

- **Required Medical Form:** When you are accepted at the University, you will receive a medical form to be completed and returned to the University by your physician. You should have a thorough medical examination.
- **Immunization:** The University requires all students to be immunized for rubeola, rubella, diphtheria, mumps, polio, to undergo tuberculosis screening and to have documentation of these immunizations on file in the Brady Health Center. If you were born before 1957, documentation for rubeola and rubella is not necessary.
- **Health Insurance and Fees:** Your tuition includes limited health care provided by the Brady Health Center. Health insurance is strongly recommended. If you do not have health insurance, the University offers an affordable Student Health Plan through Sentry Insurance. For information, contact the Brady Health Center at 301/687-4309. You may enroll in a dental plan sponsored by the Just Dental College in Baltimore by calling 410/377-2000.
- **Services:** The services of the Brady Health Center (301/687-4309) are available to all students. The health services program emphasizes prevention of health problems and offers limited direct health services combined with referrals to community health agencies, hospitals and specialists. You can find a list of the services offered at the Brady Health Center and other health information in *The Pathfinder*.

University Counseling Service

The Counseling Center, located in the Student Services Building near Chesapeake Dining Hall, provides services throughout the academic year and during the summer months. Individual and group counseling—

personal, vocational and educational—is provided by experienced counselors and psychologists. The service is accredited by the International Association of Counseling Services.

The Career Library offers two computerized career guidance systems DISCOVER and VISIONS; written career information on about 600 occupations; program directories of most fields of study; and a national microfiche collection of graduate and undergraduate catalogs. It is open for your use weekdays 8:30 a.m. until 4:30 p.m.

In addition, counseling and skill-building groups, psychiatric consultation, psychological testing, and referral services are available. All counseling interviews are private and confidential and in no way related to your university standing or records.

Appointments may be made in person or by telephone Monday through Friday 8:00 a.m. - 5:00 p.m. at 301/687-4234. Services are provided without charge.

University Testing Program

The Counseling Service provides both information and applications for the Graduate Record Exam, Allied Health Professions Admission Test, Law School Admission Test, Medical College Admissions Test, Graduate Management Admissions Test, Dental College Admissions Test, Pharmacy College Admissions Test, Optometry College Admissions Test, and the National Teacher Exam.

Career Services

The Office of Career Services offers a variety of programs and services for graduate and undergraduate students enrolled at Frostburg State University. Career Services assists students with entry into professional careers and encourages the development of job search skills that will facilitate mobility in these careers. Individual assistance is available in the form of career counseling, self awareness and assessment, career exploration, career research, resume critiques, mock

interviews and job search assistance.

Graduate students are eligible to enroll in our programs designed to promote the career development and job preparedness of our students.

Additional programs offered include campus workshops, credential file services, on-campus recruitment, and resume referrals. Career Day is sponsored annually where alumni return to campus during the fall to speak to students regarding their career development and their current job responsibilities.

In addition, FSU participates in two job fairs with the Cumberland Valley Consortium held in November and February each year. An information hotline can be accessed by calling 301/687-JOBS. This hotline has information on campus workshops, recruitment programs and current position openings.

The Office of Career Services is open Monday through Friday, 8:00-4:30 p.m. and is located in the Student Services Building, 301/687-4403.

Disability Support Services

Through the Office of Disability Support Services (DSS), the University provides accommodations so that students with disabilities may participate in academic programs as well as other campus activities. Some of the services available to students through DSS include the following:

- extended time for testing and other test modifications
- books on tape and reader services
- notetaker services
- sign language translators

The DSS Office is located in 150 Pullen Hall, phone 301/687-4483 (voice) or 301/687-7955.

Writing Center Services

Writing Center services are available to all students with writing concerns. Students can receive individual help with coherence and unity; development of ideas; overcoming wordiness, redundancy and vagueness; grammar and punctuation; MLA, APA, and other documentation styles; and ESL concerns.

The Writing Center is open Monday through Friday, 8:00 am - 4:30 pm, and is located in 151 Pullen Hall, 301/687-4066.

Policy on Compliance with Disability Discrimination Laws

Frostburg State University is committed to compliance with Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), and the Americans with Disabilities Act of 1990. It is a priority of the University to ensure full participation in programs, employment and activities for all individuals.

Reasonable accommodations shall be provided, upon request, to employees, students and visitors to the University. All University publications and events announcements shall contain a statement informing persons with disabilities of the procedure for requesting accommodations. New construction projects and renovations shall comply fully with all federal, state and local codes, including the Americans with Disabilities Act Accessibility Guidelines and the Uniform Federal Accessibility Standards.

The University is committed to ensuring nondiscrimination and to resolving any complaints related to disability in a prompt and equitable manner. The ADA/504 Compliance Officer shall attempt to resolve complaints following the University's internal grievance procedure.

Alcohol/Drug Programs

Frostburg State University believes that members of the university community who use illegal drugs or misuse/abuse alcohol severely limit their educational and human potential and their ability to achieve educational, career and other personal goals. The Alcohol/Drug Education Coordinator provides educational programs and activities for all members of the university community to increase their knowledge, awareness and understanding of drugs and alcohol.

The University assists its members who seek rehabilitation by offering counseling and other support services. In addition, the University works closely with local agencies coordinating services with those of the University.

FSU provides alcohol/drug counseling information and services through the University Counseling Services (Pullen 109) and the Substance Abuse Facts and Education (SAFE) Office (Compton 017).

Veterans Affairs

If you are a veteran and have specific questions concerning your rights and entitlement

under various programs administered by the Veterans Administration, contact the Veteran's Coordinator, phone 301/687-4409. The Veteran's Affairs office is located in the Student Services Building near Chesapeake Dining Hall.

When taking courses, you need to notify the Veterans Office of the semester and number of credits for which you are enrolled in addition to any withdrawals or additions of courses.

If you have not previously received V.A. benefits and are planning to attend Frostburg State University, you need to apply for these benefits through the V.A. If you are a transfer student, you must send the V.A. in Baltimore a "change of place of training" form. Obtain all forms for application and transfer at the Office of Veterans Affairs.

Housing

If you are interested in on-campus housing, you may be assigned to a residence hall on a space available basis. It is important that you apply well in advance of the term in which you plan to begin graduate study. It is also important that you realize that if you choose to live on-campus, you will be



signing a one school year (fall and spring semester) housing contract that cannot be broken mid-year.

Meal Plans

All students living in a residence hall must purchase a meal plan. Meal plan selection deadlines will be announced each semester for the following semester. Students living off-campus may also purchase one of the available meal plans.

Campus Activities Student Government Association

The Executive Council and the Student Senate make up the Student Government Association (SGA), organized to represent all students. The Executive Council includes the President, Vice President, Secretary, and Treasurer, and performs the executive functions of student government. The Senate develops policy and reviews and approves budgets based upon allocations of student activity fees. The Executive Council and the Senate coordinate the participation of students on the chief governing bodies of the University.

Lane Center

The Lane Center houses a ballroom, numerous meeting rooms, a game room complete with billiards, pinball, video games, a video rental store and a TV viewing area; an information center, ticket office, and candy shoppe; a fireplace lounge and art display area. The Lane Center serves as a central location for scheduling as well as student and staff offices, and features the 250-seat Greenhouse full-service dining area.

Campus Activities Board

The Campus Activities Board (CAB) is dedicated to providing not only a well-balanced program of activities to foster and encourage education in the extracurricular and co-curricular life of the students and Frostburg State University, but to extend assistance and program expertise to student organizations in an effort to coordinate the activity programs of the University campus. CAB offers a wide variety of programs including music, comedy, dances, concerts, and special events.

Cultural Events

Each year the Cultural Events Series presents programs by distinguished performing artists. Ed Bradley, the Alvin Ailey Repertory Ensemble, the musical *Into the Woods*



The Lane Center, FSU's student union

and the Koslov Youth Dance Ensemble of Moscow are representative of the programs offered to the University community. The cultural program of the University is also enriched by four major theatre productions, numerous music programs, poetry readings, and lectures sponsored by departments and discussion groups.

Sports

Sports for both men and women, both intercollegiate and intramural, are presented through the Department of Athletics. There are 20 intercollegiate sports, 11 for women and nine for men. There are 19 intramural sports consisting of male, female and co-ed competition as well as club sports.

Intercollegiate sports include baseball, men's and women's basketball, men's and women's cross country, women's field hockey, football, women's lacrosse, men's and women's soccer, women's softball, men's and women's swimming, men's and women's tennis, men's and women's indoor and outdoor track, and women's volleyball.

Intramural sports include flag football, singles tennis, doubles tennis, basketball, volleyball, doubles racquetball, indoor soc-

cer and wrestling. Club sports include men's lacrosse, men's and women's rugby, men's volleyball, and men's and women's karate.

Media & Student Publications

Students who want invaluable experience in media can take part in several extracurricular activities. Writers, editors, and artists/designers can join the staffs of two official student publications: *The Bottom Line*, a student newspaper and *Bittersweet*, a literary magazine. Students interested in broadcasting can work at WFWM, the campus radio station. CatScans TV transmits important campus information over Channel 3.

University Children's Center

FSU provides a fully licensed day-care center on campus for the children of faculty, staff, students and community residents. Children must be toilet-trained. For further information, contact the University Children's Center, 301/687-4027.

Academic Regulations & Procedures

As a graduate student, you must assume the responsibility for obtaining the Graduate Catalog, becoming familiar with degree requirements and academic regulations as stated in the catalog, and filing the necessary forms at the appropriate times.

Basic Master's Degree Requirements

In order to graduate from the University with a master's degree, you must meet all of the following requirements:

1. You must have been admitted into a degree program.
2. You must have been admitted to degree candidacy where required by the degree program.
3. Your program of study must include at least 30 credits.
4. You must have a minimum grade point average of 3.0. The grade point average is determined by all courses taken excluding repeated ones where the most recent grade is used in the computation, passed courses where no grade is given, and transferred courses.
5. All of your course work for the degree must have been completed within six years.
6. You must have submitted your Application for Graduation to the Office of Graduate Services.
7. All tuition, fees and other financial obligations to the University must have been satisfied prior to graduation.

Grading System

The course work of graduate students is evaluated according to the chart below.

The grade of F is the only grade lower than C and does not count toward the Master's Degree.

Except for courses in the M.A. in Modern Humanities Program, which are subject to separate provisions, the grade of I (incomplete) is assigned in exceptional cases if you are unable to complete the requirements of a course. An I grade may be removed and another grade substituted if you complete the course requirements to the instructor's satisfaction before the end of the following semester. If you fail to remove the incomplete within the prescribed period, the I will be replaced by an F on your permanent record.

Continuous Registration Grading Policy

For thesis, field experience, or internship culminating courses (BIOL 710, EDUC 710/700, PHEC 710/700, HIST 700, PHIL 700, ENGL 700, MGMT 693, PSYCH 695/696) the grade of CS (continuing study) may be given to students who are required to register for additional credits in order to complete their program requirements. Upon completion of all program requirements, including the culminating experience, the faculty member will submit a grade change form with the appropriate grade (as designated in the course description) for the minimum number of credits required for the culminating experience. The continuous registration credits in excess of the minimum required will have the CS

grade replaced with the grade of NC (No Credit) or P (Pass).

Credit and Course Load

Your normal course load as a full-time graduate student is 9 to 12 credits per semester or summer. Requests for a course load above 15 credit hours during any one semester or summer must be approved by your advisor. Graduate assistants will be expected to carry 9-12 hours of course credits per semester/summer.

Course Numbering

Courses approved for graduate credit are numbered at the 500, 600, and 700 levels. Courses at the 700 level are capstone experiences or thesis and research/projects.

Course Repetition

You are permitted to repeat a graduate course with the approval of your graduate program coordinator only once and up to a maximum of 9 graduate credit hours in which a grade of C, F, FX or WF was earned. Only the most recent grade for the repeated course will be used in the calculation of your cumulative average. The credit earned from the course will be counted only once toward the degree. All grades earned in the course will be recorded on the transcript.

Course Changes/Withdrawal

Changes in your course schedule are permitted only during the first week of the semester. You may officially withdraw from a course without penalty during the first six weeks of classes (or the equivalent period during a summer session). A grade of W shall be assigned in such cases. After the first six weeks of classes (or the equivalent period during a summer session), if you withdraw from a course but not from the University, you will be assigned a grade of W (withdraw) or WF (withdraw failing), except that a grade FX shall be assigned if you withdraw from the course without completing the proper drop procedure. To withdraw from a course, complete a drop/add form available in Office of Graduate Services or send written notification to the Office of Graduate Services. Your signature is required in either situation.

Grading System

A	Superior (4.0)	I	Incomplete
B	Satisfactory (3.0)	P	Pass
C	Marginal (2.0)	NC	No Credit
F	Failure (0.0)	FX	Unofficial withdrawal (0.0)
W	Withdrew	N	Non Pass
WF	Withdrew Failing (0.0)	PT	Pass by Examination
NR	Grades not supplied by instructor	CS	Continuing Study

Master's Thesis and Research Paper/Project Registration Procedures

To register for Master's thesis credit (710) or for Master's research paper/project (700), complete the following process:

1. Prior to registration for thesis or paper/project credit, submit to your Graduate Program Coordinator a proposal of the study to be undertaken.
2. The proposal must contain your signature and the signatures of your major professor, Graduate Program Coordinator, and, where applicable, the members of your Master's Committee.

While the nature and adequacy of the content of the proposal of the thesis or Master's research paper/project are matters for you and your committee to determine, it is suggested that the proposal include, as a minimum, the following elements: (1) date; (2) names of student and all committee members; (3) proposed title of study; (4) subject area and primary research questions; (5) expected contribution of the study; (6) methods, techniques, materials, etc.; (7) expected completion date; and (8) literature cited.

See the Graduate Program Coordinator, Department Chair, or major professor for registration procedures for such capstone courses as MGMT 693, PSYC 695/696, ENGL/HIST/PHIL 700, and EDUC 693.

Master's Thesis, Research Paper/Project, Practica, Internships Continuous Enrollment Requirement

Ordinarily, when you complete the prerequisites, you should enroll in thesis (710), research paper/project (700), practicum/field experience (693), or internship (695/696). Your initial enrollment in the capstone course is for the minimum number of credits as established by the program/course requirements. Should you be unable to complete this capstone experience during the semester in which you initially enroll, you must register for a minimum of one continuous credit, as described in the program/course requirements, during each subsequent semester until the experience is completed. The instructor of the course along with your major professor (or advisor) and/or the Graduate Program Coordinator will determine the number of credits based on your progress and the number of credits required by your degree program. [Under exceptional circumstances, a grade of "I" Incomplete may be awarded.]

Independent Study

Independent study course are designed to allow you to earn credit for extensive readings, research, practicum, or other individualized learning projects in a specific area of study. These projects are carried out under



Frost Hall

the direct supervision of a faculty member, after a written proposal is developed and approved prior to registration. The independent study course is not to be used as a substitute for other courses offered by the academic departments.

The following procedures apply to independent study courses:

1. Complete in triplicate the "Proposal for Independent Study" form, available in departmental offices, and secure the approval of the faculty supervisor and department chair prior to registration.
2. Follow independent study regulations in the catalog with respect to credits per registration and total credits allowed.
3. If your proposal for independent study reflects an intent to gain credit for another course offered by a department, it will not be approved.
4. The department chair is responsible for final approval of your independent study proposal and for course rosters for independent study courses.
5. Faculty supervisors are responsible for assisting you in developing the proposal, granting initial approval of the proposal, assisting you in the independent study as necessary, evaluating the results of the study, and submitting the final grade to the Office of Registration and Records.
6. Individual departments may establish additional procedures for independent study courses.
7. Submit the independent study form to



the Office of Registration and Records for all registrations. Approved proposals are kept by the Office of Registration and Records for filing. The two copies of the proposal are for you and the faculty supervisor.

Academic Probation

When your cumulative grade point average (GPA) falls below 3.0, you are placed on academic probation. You will be notified that your academic progress is unsatisfactory. Your continuation as a graduate student is in jeopardy. Your subsequent achievement of, at least, a GPA of 3.00 removes you from academic probation.

Dismissal

If you have completed 6 to 17 graded credit hours and have less than a 2.00 GPA, or if you have more than 17 graded credit hours and have less than a 2.50 GPA, you will be dismissed from your program of study. Appeals will be considered by the Graduate Council if extraordinary circumstances exist. In such appeals, faculty recommendations will be considered as well as mitigating circumstances.

You are eligible to apply for readmission after 12 months from the time of dismissal from your program of study, only if you can show that the causes of your inadequate performance have been resolved. Readmission is subject to the current catalog's admission standards.

Note: Individual degree programs may have additional academic probation and dismissal standards. See the appropriate degree program section of this catalog.

Transfer Credit

A maximum of 9 credit hours from regionally and certain non-regionally accredited institutions, with a grade of B or better, may be accepted for transfer if the courses are appropriate to your plan of study. Grades from courses transferred are not computed into your FSU grade point average.

Credit earned at degree-granting higher education institutions that are not regionally accredited but that hold national or specialized accreditation recognized by the U.S. Department of Education; and at non-degree granting institutions that are approved by the Maryland State Department of Education, the Maryland Higher Education Commission, or a state or local government agency authorized to approve curricula, will be considered for transfer only if an articulation agreement exists between Frostburg State University and the other institution or, at student request, on a case-by-case basis. If

Schedule of Application for Graduation

Diploma to be received in	Apply for graduation by	Where required, approved thesis submitted to Graduate Program Coordinator by:
May	January 31	March 30
August	May 15	July 20
December	September 1	November 1

an individual review is requested, the graduate student must provide the FSU Office of Graduate Services with a copy of the institutional graduate catalog and a copy of the course syllabi for the course(s) for which transfer credit is desired.

Transfer credit may not be given for graduate level courses completed in fulfilling baccalaureate degree requirements.

Inter-Institutional Enrollment

Graduate students with full program admission may be approved to enroll in course work at other institutions of the University System of Maryland. If you intend to enroll inter-institutionally and have the graduate course work applied to your degree requirements, you must secure the approval of your Graduate Program Coordinator, Department Chair and School Dean at FSU. Your Program of Study must include this graduate course work in order for it to be applied to degree requirements. The title of the course, number of credit hours and the grade earned become part of your academic record. The grade earned in such course registration will be calculated in your cumulative GPA. Graduate credits earned through inter-institutional enrollment are not considered transfer credits.

Frostburg State University graduate students will pay tuition and fees to Frostburg. Graduate students from other institutions of the University System of Maryland will pay tuition and fees at their home institution.

A complete description of applicable regulations governing this type of enrollment and the form may be obtained in the Office of Graduate Services.

Time Limitations

You must complete all degree requirements within six years from the time of completion of the first graduate course counted toward the degree. You may request an extension of this time limit if circumstances caused a break in your studies. Apply to your Graduate Program Coordinator for extensions.

Appeals

Appeals regarding the enforcement and interpretation of, or exceptions to, graduate studies administrative processes, regulations, and procedures are directed to the appropriate Graduate Program Coordinator and then to the appropriate School Dean.

Appeals regarding interpretation of, or exceptions to, degree requirements are directed to the Graduate Council.

Grade grievance procedures can be found in the Policies chapter of this catalog.

Retention of Student Records

When you complete your master's degree program, your file folders will be kept for five years. If you have been admitted but do not register, or if you do not complete a program, your file folder will be kept for six years after the last course completed. If you do not complete the application process, your file folders will be kept for one year. Transcripts of courses taken at Frostburg State University are a part of your permanent record and will be maintained indefinitely by FSU.

Graduation

Degrees are conferred three times in a calendar year: in May, August, and December. To apply for graduation, complete and return the application form available from the Office of Registration and Records. You must apply for graduation in order to receive your diploma and/or participate in Commencement ceremonies.

Transcripts

To obtain a transcript of your academic record, put your request in writing to the Office of Registration and Records.

Master of Arts in Modern Humanities

The humanities - encompassing literature, history, and philosophy - represent efforts to understand the human condition. However, such efforts in the twentieth century, especially in the western world, have been challenged by shifting perspectives provoked by new scientific paradigms, by ideological conflict, by the ubiquity of war, and by the manifold effects of technology. The Modern Humanities Institute of Frostburg State University seeks from an interdisciplinary approach to examine responses to these challenges by writers and thinkers as well as in the historical experience of this century.

There is great diversity in the students enrolled in this program: generally, they are older students with varying professional backgrounds. This diversity provides a richness to the perspectives and analysis brought to the material in the course and the class discussions.

Program Description

Modern Humanities is an interdisciplinary program focused on the 20th century and in-

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Dr. Nicholas Clulee
Department of History
301/687-4428
nclulee@frostburg.edu

corporating the fields of study represented by the academic departments of English, History, and Philosophy. The nexus which unites these disciplines in the program is the concern for values, so the topical focus is upon ethical and moral issues, examined from the three perspectives.

The usual completion term for this program is three years - three consecutive summers of classes with summary papers due during the winter intersession and the Master's Paper/Project, which may be completed during the third year of study. Because of the unusual nature of the six-credit summer classes and the interdisciplinary feature of each of the courses, no transfer credit will be accepted.

Although students meet intensively as a group only during the month of July (typically six hours a day, five days a week), the study of each discipline is properly considered a twelve-month experience. Students receive study materials in the early spring, are required to register by May 1, are required to have prepared all assigned readings and prefatory work before the first class (by mid-June), and to continue their labors through the fall semester, culminating in a term paper during the January intersession.

The grade of I (incomplete) may be assigned at the conclusion of the summer class meetings in unusual circumstances. The I grade will be removed and another grade substituted upon completion of the course requirements to the instructor's satisfaction. Students are expected to remove I grades from the 650 courses before registering for the associated 651 course.

Basic Degree Requirements

1. You must be admitted to the degree program and must successfully complete all of the courses described below with a cumulative grade point average of a least 3.00.
2. The degree program is 30 hours; 27 in course work and 3 in the culminating Master's research paper/project, which is your final achievement in the course of study. The research will explore an issue of value from one or more of the three perspectives offered in the program.

Program Requirements - 30 credits

ENGL	650	Literature and the Modern Humanities	6 credits
ENGL	651	Research in Literature and the Modern Humanities	3 credits
HIST	650	History and the Modern Humanities	6 credits
HIST	651	Research in History and the Modern Humanities	3 credits
PHIL	650	Philosophy and the Modern Humanities	6 credits
PHIL	651	Research in Philosophy and the Modern Humanities	3 credits
ENGL	700	Master's Research Paper	3-6 credits
or HIST	700	Master's Research Paper	3-6 credits
or PHIL	700	Master's Research Paper	3-6 credits

Master of Arts in Teaching

Level of Specialization:

Elementary Education

Program Purpose

This program is designed to provide qualified individuals with an intensive initial certification alternative in the area of elementary education by providing study of the knowledge, skills, and dispositions necessary for effective elementary teachers. The program contains extensive work in Professional Development Schools and requires the full-time commitment of the candidate.

Certification

This program is intended to lead to initial certification in elementary education.

Program Objectives

1. To provide candidates with quality, intensive experience for elementary teacher preparation.
2. To provide candidates with the knowledge, skills, and dispositions of highly effective teachers.
3. To develop candidates that will demonstrate the performances of all the NCATE Elementary Standards, INTASC standards, and the expectations of the College of Education's Conceptual Framework.
4. To engage Professional Development Schools in a collaborative effort of staff development and preservice teacher training.
5. To make a positive impact on Professional Development Schools and, especially, on the students attending those schools.
6. To involve the candidates in deep reflection, research, and problem solving about teaching and learning.
7. To continually demand candidate proof of performance through displays of teaching skills & through documentation of children's learning.
8. To prepare candidates with a broad understanding of literacy acquisition and the skills to promote effective literacy throughout all curricular areas.

Program Entry And Exit Requirements

Program entry is a three-step process as described below.

Screening Process

Step I: Minimum academic requirements for admission.

All requirements in Step I must be completed by the March 1 application deadline.

Academic Requirements:

Bachelor's Degree from a regionally accredited institution.

Written expression (Must be completed by end of Spring term).

Successful completion of Math 206 and Math 207 or higher.

Successful completion of laboratory science courses.

Successful completion of a literature course.

Successful completion of a basic psychology or educational psychology course

Successful completion of history courses.

Applicants to the MAT program must **be admitted to the FSU Graduate School.**

Documented by:

Copy of transcript of undergraduate work on file with graduate admissions.

Minimum grade of C or better in ENGL 308 or equivalent advanced composition course or a job/life related substitute with appropriate documentation.

Minimum grade of C in each course or in a higher level math course in which the content relates to elementary school curriculum.

Minimum of 12 hours of laboratory science with one course emphasizing life science, one course emphasizing physical science, and preferably one course emphasizing earth science.

Minimum of 3 hours in course.

Minimum of 3 hours in basic psychology or educational psychology

Minimum of 6 hours in history including a U.S. history component

Completed application form.

Coordinator:

Dr. Kim Rotruck
Department of Educational
Professions
301/791-4020

Minimum cumulative GPA (grade point average) of 3.0 for the entire undergraduate record. Students with GPAs between 2.75 and 2.99, who excel on the Praxis Test and Entrance Interview, may be given provisional admission. Such students must achieve a minimum 3.0 GPA in the first semester's work to achieve full admission status.

Transcripts from undergraduate institutions submitted to Graduate School.

Passing grade on PRAXIS I as established by the state of Maryland.

Submission of test results to the Office of Graduate Services.

Additional Requirements:
TB test (current to one year).
Must be completed by the application deadline.

Documented By
Submission of test results to the OFE.

Sign and submit the **fingerprint screening form** for criminal background check and the criminal disclosure statement.

Submitted by candidate to Professional Development School officials prior to field experiences.

STEP II: Submission of Entry Portfolio

The MAT Screening Committee will review applicants for intellectual, personal, and professional qualities. The portfolio is the candidate's opportunity to demonstrate, in the best possible way, how he/she possesses these qualities.

Intellectual Abilities

Enthusiastic readers and effective writers.

Ability to analyze, synthesize, and apply knowledge.

May be documented by:

- providing specific examples in autobiography
- GPA
- recommendations from faculty and/or other professionals
- work projects completed
- other evidence of intellectual abilities

Personal Qualities:

Eager to learn.

Self-knowledge (strengths, weaknesses, interests, learning style, and ability to work with others).

Non-biased and appreciative of diversity (including race ethnicity, gender, sexual orientation, religion and physical/intellectual difference).

Able to evaluate self (strengths, weaknesses, strategies for improvement).

Empathetic.

Effective communicator (verbal and non-verbal interpersonal communication skills).

May be documented by:

- examples in autobiography
- recommendations
- samples of previous work
- time spent with children
- other evidence of personal qualities

Professional Qualities

Committed to teaching profession.

Willing to sacrifice to serve schools and children.

Willing to comply to standards of profession.

Willing to participate in inquiry into children and their education.

Willing to work with children of special needs and diverse cultures.

May be documented by

- composing a structured autobiography that addresses prior experience with children and reasons for wanting to be a teacher
- reflections on school observations
- recommendations
- volunteer experiences
- other evidence

STEP III: In-Person Assessment

Selected applicants will be invited to participate in the In-Person Assessments. Included in this In-Person Assessment will be performance in a writing task, a problem solving task, and a group interview.

An assessment team composed of representatives from the Educational Professions Department and the Professional Development Schools with whom FSU is associated will evaluate the In-Person Assessment and respond in writing about the individual's acceptance into the program.

An application for the In-Person Assessment and the schedule of dates for the assessment are available in the office of Graduate Admissions.

Exit

Program exit and recommendation for certification are contingent upon the following:

1. Successful completion of all course work.
2. Successful completion of pre-practicum and practicum experiences.
3. Successful completion of the research requirement.
4. Successful completion of the exit portfolio presentation.
5. Passing score on Praxis II as established by the state of Maryland.
6. Have a cumulative grade point average of at least 3.0 in the graduate courses.
7. Approval of the Professional Development Monitoring and Assessment Committee.

Program Description

Professional Education Core	6 credits
Program Course Requirements	31 credits
Practicum Requirement	9 credits
Total	46 credits

Professional Education Core: 6 credits

EDUC 603 Principles and Practices of Research

EDUC 606 Developmental Theory & Experiential Growth

Program Course Requirements: 31 credits

EDUC 564 Introduction into the Classroom

EDUC 661 Mathematics: Curriculum, Instruction & Assessment

EDUC 662 Science and Health: Curriculum, Instruction & Assessment

EDUC 663 Management and the Learning Environment

EDUC 664 Diversity in the Classroom

EDUC 665 The Arts: Contrast and Connections

EDUC 666 Social Studies: Curriculum, Instruction & Assessment

PHED 604 Human Movement and Physical Activities for the Elementary Classroom

REED 530 Process and Acquisition of Language and Reading

REED 531 Literacy Instruction

REED 532 Reading Materials

REED 533 Reading Assessment

SPED 510 Introduction to Special Education

Practicum Requirement: 9 credits

EDUC 695 Pre-Practicum

EDUC 696 Practicum

EDUC 697 Practicum II

Total credit hours: 46

Master of Business Administration

The FSU MBA Program offers an opportunity to develop and enhance the managerial skills necessary to succeed in organizations – today and tomorrow – whether in the corporate, small business, public or not-for-profit sectors.

In addition to providing a broad foundation across the functional areas (e.g., accounting, finance, marketing, human resources, management), we strive to assist in the development of:

- a systems perspective
- the ability to analyze, synthesize, integrate
- an awareness of self and environment
- commitment to on-going personal development
- communication effectiveness
- creativity/vision/the inclination to initiate
- collaboration, effectiveness as a team member
- technological sophistication
- an appreciation of ambiguity, uncertainty, equifinality
- a willingness to embrace and promote change/risk-taking
- an attitude of professionalism

Who Should Apply?

This program focuses on the needs and requirements of the working adult. It is designed to serve all adults, acknowledging the reality that no matter what type of organization you work for, you must be able to effectively manage resources. The program is structured to support students with no prior academic training in business fields; however, students with prior relevant graduate course work and/or experience can receive credit via transfer or proficiency examination.

Admission Requirements

To be admitted, you must have an undergraduate degree from a regionally accredited institution and a 2.5 GPA (conditional admission may be requested for exceptions). The GMAT is not a requirement. No prior business or accounting course work is necessary. Though not mandatory, we feel you will derive greater benefit from the program if you have at least two years of full-time work experience.

Program Philosophy

This program embraces the assumption that managers must function within a dynamic environment in which uncertainty and change are givens. Success will be influenced by one's capacity to sensitively scan the environment; to assess facets for their relevance; to formulate appropriate, informed and innovative decisions; and to implement actions for maximum effectiveness. The ability to persuasively communicate, founded on self-awareness and relating to others, is integral to this process. We consider cases and class discussion to be excellent vehicles for development of these capabilities. The FSU MBA faculty, who bring a combination of "real-world" and academic experience to the classroom, will assist you in developing and enhancing the requisite skills and abilities to manage successfully.

Curricular Focus

Students are exposed to a broad-based, generalist perspective of the organizational environment. This entails development of an understanding of the functional components of organizational activity, but within an integrated context. The course work will provide analytical tools and developmental frameworks, as well as the capacity to think in terms of processes. The course structure will foster development of communications capabilities, a commitment to participation and the ability to perform as an effective team member.

Program Structure

The program consists of 16 required courses. Computer skills are deemed critical to success, both in the program and in the organizational world. An elective computer skills course is offered for those with less-developed abilities in this area. The programmatic course structure provides both flexibility in sequencing and the benefit of building upon the knowledge and experience of prior course work. The program culminates in two integrative courses: one case-based and the other a real-world application in a consulting mode.

Course Load

You may take 1 to 4 courses per semester (the majority take 1 or 2). Though it is possible to complete the program in 1.5 years, the average student completes the program in 3.5 years. The program is designed with the recognition that students will progress at different paces, depending on the personal and professional demands on their time. To facilitate this flexibility, all 16 required courses are offered at all three locations (Frostburg, Hagerstown and Frederick, MD) every semester (fall, spring and summer). All classes meet once per week. In

Coordinator:

Dr. David Nicol
MBA Department
301/687-4375

the fall and spring, you may take two classes per night; classes are scheduled from 5:45-8:15pm and 8:30-11:00pm, Monday through Thursday. Approximately half of the students opt for this. It means you can progress through the program at a reasonable pace, yet only spend one night a week in the classroom.

Program of Study – 48 credits (excluding elective)

Elective (for students whose computer skills need development/enhancement)

MGMT 507 Information Management: Technology Tools*

Behavioral Focus

MGMT 509 Managerial Communications

MGMT 510 The Leadership Process

MGMT 542 Human & Organizational Performance Systems

MGMT 620 Organizational Change & Human Resource Practices

Quantitative Focus

MGMT 512 Management Decision Analysis

MGMT 540 Financial Accounting

MGMT 546 Managerial Accounting

MGMT 610 Financial Management*

Focus on Managerial Environment

MGMT 511 Economics for Managers

MGMT 554 Political, Ethical, Regulatory & Legal Dimensions of Management

MGMT 607 Information Management in Organizations

MGMT 630 Process Management

MGMT 640 Marketing Management

Integrative Focus

MGMT 580 Strategic Planning & Analysis

MGMT 680 Strategic Integration

MGMT 693 Field Experience in Management

(Entrepreneurial alternative offered once per year)

The Classes

All classes are taught by faculty who possess both managerial and academic experience and training. All three locations make equal use of core faculty. The average class size of 15 students facilitates interaction and a personalized experience. The maximum class size will vary from 15 to 25, depending on the nature of the course.

Class Conduct

All classes emphasize interaction between faculty and students and among students. Learning requires involvement; participation is expected. Communication, both verbal and written, will be a central part of your experience. Many of the courses will invoke the use of cases as a vehicle to explore how the concepts we discuss might be applied in actual managerial situations. Internet communications and research will also be utilized.

Program Progression

Since all courses are offered every semester, you may begin the program in any semester without any disadvantage in course availability or sequencing. This same benefit applies in the event that your schedule requires you to sit out for a semester. While there is not a set sequence of courses, some general requirements apply:

- All students are expected to possess basic computer literacy (e.g. use of word processing, spreadsheets, presentation tools, e-mail and the Web). All courses will draw upon these skills. If you need development in this regard, take the elective MGMT 507 as one of your first courses.

*also available in an on-line format

- You may begin the program with any of the following courses. The combinations are offered on the same night. None of these courses have prerequisites:
 - 512-580; 509-540; 511-554
- Refer to each catalog course description for specific prerequisites. All prerequisites will refer to courses within the program.
- The following two series of courses are expected to be completed in sequence:
 - 509-510-542-620
 - 540-546-610
- Generally, all 500-level courses should be completed before taking 600-level courses. A 3.0 cumulative GPA for 500-level courses is required to progress to the 600-level.
- 680 and 693 are the capstone courses. One is case-based; the other entails 'live' application. With limited exceptions, all other courses are to have been completed before taking 680 and 693.

If you choose to take multiple courses in a semester, the following are suggested combinations:

Two Courses	Three Courses	Four Courses
512 - 580	512 - 509 - 540	512 - 580 - 509 - 540
509 - 540	580 - 511 - 554	511 - 554 - 510 - 546
511 - 554	542 - 510 - 546	542 - 610 - 630 - 640
510 - 546	610 - 630 - 640	607 - 620 - 680 - 693
542 - 610	607 - 620 - 680	
630 - 640	693	
607 - 620		
680 - 693		

Course Credit

If you have successfully completed (grade of B or better) graduate courses at another institution, you may apply for credit for up to three courses in this program. If, upon faculty assessment, they are deemed essentially comparable to courses in this program, you will be awarded credit toward completion of your degree.

You also have the option to request a proficiency exam in certain courses, based on your prior training and experience. You may earn credit for a maximum of four courses in this manner. Proficiency examinations may be taken only once per course. In the event 'proficiency by examination' is not granted, you are expected to enroll in the course as soon as possible.

Administrative Features

Acknowledging that most of our students are busy professionals, we have sought to simplify all administrative features of the program:

- Other than the requirement for an undergraduate degree, there are no requirements that cannot be satisfied within the program offerings at the location closest to you.
- All course registration and book-ordering activities can be conducted by mail or phone.
- Contact with advisors, instructors and administrative support may be accomplished via phone or e-mail.
- Computer labs are available at all three locations.
- All students are provided access (from personal PCs or program computer labs) to the university's on-line research resources (including access to 16,000 journals, as well as the ability to download and print out full-text copy of articles).

Combined B.S. in Accounting/ MBA

- The baccalaureate program may be completed on the Frostburg campus or at the Center in Hagerstown.
- MBA courses for the combined BS/MBA option may be completed at the Frostburg campus or at the Centers in Hagerstown or Frederick.

A 150-hour combined BS/MBA program will enable eligible students to complete FSU's B.S. in Accounting and MBA degree programs with 150 hours of academic credit. Separate pursuit of these degrees would require 168 hours of course work. 150 hours of academic credit is required of all CPA exam candidates. Completion of this combined BS/MBA program and an undergraduate elective course in Business Ethics will meet all requirements for CPA exam candidacy. A Business Ethics course may be taken as a general elective in the 120-hour undergraduate degree program.

Eligibility requirements for the combined BS/MBA

- declared accounting major at FSU
- approved application for admission to 150-hour program
- cumulative and major GPA of 2.5 or better at the time of registration for MBA courses listed in item d below
- completion of MGMT 509 and 512 during the final semester of the undergraduate senior year.

Summary of Requirements for Combined BS/MBA Option

Undergraduate Requirements for BS in Accounting

1. Complete all requirements for baccalaureate degree in accounting. *See the FSU Undergraduate Catalog.*

2. Complete MGMT 509 and 512 during the undergraduate senior year.

3. Complete the following additional MBA courses:

(30 hours)

MGMT 510	The Leadership Process
MGMT 542	Human and Organizational Performance Systems
MGMT 554	Political, Ethical, Regulatory and Legal Dimensions of Management
MGMT 580	Strategic Planning and Analysis
MGMT 610	Financial Management
MGMT 620	Organizational Change and Human Resource Practices
MGMT 630	Process Management
MGMT 640	Marketing Management
MGMT 680	Strategic Integration
MGMT 693	Field Experience in Management

Master of Business Administration/ M.S. in Nursing Administration

Program Overview

Now, a coordinated program of study leads to an MBA from Frostburg State University and an M.S. in Nursing Administration from the University of Maryland, Baltimore. The knowledge and skills gained from this coordinated program of study enable nursing professionals to enhance their performance in leadership and supervisory positions. MBA courses will be offered at one of the three FSU sites: Frostburg, Hagerstown, and Frederick. Nursing Administration courses will be offered by University of Maryland, Baltimore at its sites for distance education in western Maryland. This coordinated program of study consists of 63 credit hours and results in the MBA and M.S. in Nursing Administration.

Special Admission Criteria

- a) Must fulfill admission criteria for the MBA program according to the Frostburg State University's admissions process and standards.
- b) Must fulfill admission criteria for the M.S. in Nursing Administration according to the University of Maryland at Baltimore's admissions process and standards.

Program Description

1. Complete the M.S. in Nursing Administration program in accordance with the University of Maryland at Baltimore's catalog.
2. Complete 33 credit hours of the MBA program.

Program Requirements

33 credits of MBA course work as outlined below:

MGMT 509 - Managerial Communication
 MGMT 510 - The Leadership Process
 MGMT 540 - Financial Accounting
 MGMT 546 - Managerial Accounting
 MGMT 554 - Political, Ethical, Regulatory and Legal Dimensions of Management
 MGMT 610 - Financial Management
 MGMT 620 - Organizational Change and Human Resource Practices
 MGMT 630 - Process Management
 MGMT 640 - Marketing Management
 MGMT 680 - Strategic Integration
 MGMT 693 - Field Experience in Management

Master of Education

Concentrations in:

- **Administration & Supervision**
- **Curriculum & Instruction**
Elementary/Secondary
Educational Technology
- **Interdisciplinary Program**
- **Reading**
- **School Counseling**
- **Special Education**

Program Outcomes

Students who have successfully completed an M.Ed. program will have demonstrated:

- an understanding of the mission and function of education in a diverse, complex, society
- attainment of skills needed for professional analysis, problem-solving, and reflection
- attainment of advanced knowledge of physical, cognitive, cultural, and emotional development as related to the learning process
- ability to conduct rigorous self-evaluation of professional and ethical behavior, practice, and progress
- attainment of extensive skills and knowledge in an area of specialization
- ability to incorporate current research and technology within a specialization and related areas.

Requirements and Regulations for All M.Ed. Students

Special Admission Criteria

Admission criteria for each individual area of concentration of the Master of Education Degree program are listed under the specific program concentration.

Study Plan

The Study Plan is a document required by specific areas of concentration within the Master of Education program. You must interview with the Graduate Program Coordinator to devise a study plan whereby your educational goals and degree requirements can be achieved. This interview must occur before your initial registration for classes. The Study Plan is a list of courses which you must satisfactorily complete in order to meet degree requirements. Once the study plan is approved by your advisor and Program Coordinator, any subsequent changes must be approved by the aforementioned.

The following concentrations require the use of approved Study Plans:

- | | |
|--------------------------------|---------------------|
| ● Administration & Supervision | ● Reading |
| ● Curriculum and Instruction | ● School Counseling |
| ● Interdisciplinary | ● Special Education |

Basic Degree Requirements

In addition to the basic requirements for a master's degree found in the general regulations section of this catalog, you must meet the following requirements for the M.Ed. degree:

1. Your entire degree program of study must not be less than 33 credit hours with a minimum of 18 credit hours of the entire program of study taken in 600 level courses, 9 credits of which must be in the area of concentration.
2. You must successfully complete a research paper, project, or thesis or you may substitute six credits of graduate course work approved by your advisor. The Master's Committee Decision Form must be submitted to the Graduate Program Coordinator by the committee chair no later than the last day of the final examination period for the semester in which you expect to receive the degree.

Degree Candidacy

Frostburg State University regards degree candidacy as an important element of the Master of Education degree program. The purpose of degree candidacy is to provide a formal mechanism as part of your program of study whereby your academic performance and progress toward completion of degree requirements are evaluated. This evaluation normally occurs at the midpoint of your degree program.

Conditions

You must apply for degree candidacy. Failure to apply for degree candidacy may jeopardize your registration for further courses. In order to apply for degree candidacy, you must:

1. Have completed no less than 15 credit hours nor more than 18 credit hours taken as approved graduate credit from Frostburg State University.
2. Have a cumulative grade point average of at least 3.0 in the graduate courses taken at Frostburg State University.
3. Have completed the Professional Education Core (9 credits) as part of your first 18 credit hours of graduate credit taken as approved graduate credit from Frostburg State University or transferred.
4. Have completed at least 6 of the 15-18 credits taken at Frostburg State University in your area of concentration.

5. Have completed all course deficiencies if any are listed on your Study Plan.
6. Demonstrate academic and professional qualities to the satisfaction of the members of your Master's Committee.
7. Meet any additional requirements as specified by the area of concentration.

Application Process

1. At the appropriate point in time in your degree program (see above), you should secure an Application for Degree Candidacy form from your Graduate Program Coordinator.
2. In collaboration with your advisor, select two graduate faculty members to serve with the advisor as your Master's Committee. One member will be selected to represent professional education, the other member will be selected to represent the area of concentration.
3. The Master's Committee will evaluate your performance through your first 15-18 credit hours of study, and make a recommendation regarding your candidacy for the degree.
4. When the Master's Committee has completed its evaluation, the application form containing the committee recommendation and the signatures of the three committee members will be forwarded to your Graduate Program Coordinator.
5. You will receive formal notification of the committee decision.
6. You may appeal the committee decision to the area of concentration coordinator or your department chair. If still dissatisfied, you may appeal to the Graduate Council.

Second Master's Degree

You may earn a second M.Ed. degree in another area of concentration. A maximum of 9 credit hours in professional education from the first degree may be applied toward the second degree.

Phi Delta Kappa

Phi Delta Kappa is an international professional fraternity for men and women in education. The membership is composed of recognized leaders in the profession and graduate students with leadership potential. Members are from a wide range of educational endeavors. They include classroom teachers, administrators, college and university professors, and other educational specialists. The Chapter of Phi Delta Kappa serves Frostburg State University and the tri-state surrounding the Cumberland-Frostburg area. The chapter actively promotes the interests and education of professional educators. For more information about Phi Delta Kappa, see the Chair of the Department of Educational Professions.

Administration & Supervision

Levels of Specialization

- Elementary
- Secondary
- K-12

Program Purposes

This program is designed for certified teachers to prepare for entry level positions in administration and supervision by providing knowledge, theories, techniques, skills, and concepts appropriate to the field through lecture, simulation, case study, role playing, inbasket activities, and other appropriate methods.

Certification

This program is intended to lead to advanced certification. Students may have additional requirements to meet such as teaching experience, testing, or specific courses depending on their individual states.

Program Objectives

- To provide background in major content areas of administration including: general administration, curriculum instruction, finance and business operations, school-community relations, personnel services, staff development, pupil services, facilities operation, organization and structure, and human relations.
- To provide background in theories appropriate to the field and to require student application.
- To provide opportunities for students to practice the administrative/supervisory skills through simulation, role playing, inbasket, and group activities as well as field experiences.
- To provide knowledge, application, analysis, and reflection of current through and research in the field.
- To provide knowledge, recognition, and ability to work with individual differences and capabilities of children and adults.
- To provide a capstone experience which integrates the program's content and skills with on-site activities and assessment.

Special Admission Criteria

Applicants to this program must submit evidence of professional experience in schools. Appeals to this policy may be made in writing to the Coordinator of the Administration/Supervision Program, but in no case may a person who is not a certified teacher or eligible for certification be admitted.

K-12 (Art, Music, Physical Education) majors are eligible for admission to the Secondary Administration and Supervision program.

K-12 (Art, Music, Physical Education) majors applying to the Elementary Administration and Supervision Program must complete a minimum of nine credit hours of elementary education methods courses prior to acceptance, including a course in the methods of teaching reading and methods courses in two of the following areas: mathematics, science, language arts, and social studies.

Students applying for the K-12 option must have the appropriate certification and teaching experience which will permit them to have K-12 administrative/supervisory certification in the state in which they work.

Program Description: 39-42 credits

Note: All are three credit courses.

Professional Education Core	9 credits
Area of Concentration	15 credits
Focus Area	6 credits minimum
Electives	6 credits
Capstone	3-6 credits
Total	39-42 credits

Professional Education Core: 9 credits

EDUC 603 Principles and Practices of Research
 EDUC 606 Developmental Theory and Experiential Growth
 EDUC 640 Curriculum Development

Area of Concentration: 15 credits

EDAD 628 School Law
 EDAD 642 Organization and Administration of Public Schools
 EDSU 643 Foundations of Supervision
 EDUC 627 Human Relations in Education
 MGMT 607 Information Management in Organizations

Elementary Focus: 6 credits minimum*

CUIN 609 Elementary School Curriculum
 EDAD 611 Administration of the Elementary School

Secondary Focus: 6 credits minimum*

CUIN 660 Secondary School Curriculum
 EDAD 612 Administration of the Secondary School

Coordinator:

Dr. Clarence Golden
 Department of Educational Professions
 301/687-4374

Electives: 6 credits*

Electives are selected based on the Individual Development Plan

Capstone: 3-6 credits

EDAD 693 Practicum in Administration/Supervision

Total credit hours: 39-42

**For candidates who want K-12 certification, all four courses in the Elementary Focus and the Secondary Focus are required plus one practicum designed to span K-12 levels. Two of these courses can be substituted as electives.*

Special Degree Requirements

1. Study Plan

A study plan is required for all students in Administration/Supervision. It is required to be completed, with the Coordinator, prior to registering for the first course. Once approved, changes require the permission of advisor and Program Coordinator.

2. The Individual Development Plan (IDP)

Each student will be required to complete an Individual Development Plan based on NCATE/ISLLC standards and the outcomes of the College of Education. The candidate first fills out the IDP as part of the candidacy process. The candidate and the University advisor jointly reflect on the knowledge, skills, and dispositions of the candidate based on prior experience. The progress the candidate is making in relation to the IDP is again evaluated at the time the Practicum is designed. Finally, at the end of the program, as part of the exit requirements, candidates will demonstrate how they have achieved their initial IDP goals and how they will continue to develop in the first three to five years of their professional practice as administrators and supervisors.

3. Admission to Candidacy

Admission to Candidacy occurs when the student has completed a minimum of 15 credits and a maximum of 18 credits. Students must have completed the three Professional Core courses (603, 606, and 640) as part of this admission process. Six credits within the program concentration must have also been completed. A cumulative grade point average of 3.0 is required as well as the approval of the advisor and two other faculty who have taught the student. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses, and then the grades are not calculated in the G.P.A. The advisor and the Program Coordinator have the right to require that a student remediate deficiencies even if that requires extra courses or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. If disenrolled, the student has the right of appeal to the Educational Professions Graduate Committee. If the appeal is denied, the student may reapply to the program after one year.

Curriculum & Instruction

Levels of Specialization:

Levels of Specialization

- Elementary Education
- Secondary Education
- Educational Technology

Program Purposes:

This program is designed for the classroom teacher who may also have some curricular and/or instructional leadership responsibilities. Examples of such teacher positions would include: department heads, pod leaders, and grade-level heads. Further, the program is intended to prepare classroom teachers for additional teaching responsibilities by increasing their curricular and instructional skills, while adding to their content background.

Certification:

This program does not lead to advanced certification.

Program Objectives

1. Read and use research in your specialty and related fields.
2. Develop valid curricular objectives and performance criteria.
3. Design learning experiences to achieve curriculum objectives.
4. Design a logical, functional system of curriculum evaluation.
5. Develop and implement techniques of experimentation.
6. Assume the role of change agent.
7. Analyze contemporary educational criticism and relate such criticism to curriculum development practices.
8. Make assessments of the outcomes of learning and make instructional decisions based on these outcomes.
9. Select appropriate materials and instructional approaches and utilize effective planning for instruction based upon acquired data.
10. Provide instructional leadership for other teachers for whom you are professionally responsible.
11. Serve as a resource person and/or conduct inservice programs in the areas of curriculum and instruction.

Special Admission Criteria

Applicants to this program must be certified teachers or eligible for certification.

Program Description

You must complete the professional education core and the curriculum and instruction core. Depending upon the emphasis selected, the next 18-21 credits are selected from the courses listed under the appropriate level of specialization, including the capstone course.

Professional Education	9 credits
Curriculum and Instruction Core	9 credits
Level of Specialization	15 credits minimum
Capstone	3-6 credits
Total	36-39 credits

Note: All are 3 credit courses.

Professional Education Core: 9 credits

- EDUC 603 Principles and Practices of Research
- EDUC 606 Developmental Theory and Experiential Growth
- EDUC 640 Curriculum Development

Curriculum and Instruction Core: 9 credits

- CUIN 639 Instructional Systems Design
- CUIN 649 Curriculum Evaluation
- and one of the following curriculum courses:*
- CUIN 608 Middle School Curriculum
- CUIN 609 Elementary School Curriculum
- CUIN 623 Foundations of Early Childhood Education
- CUIN 660 Secondary School Curriculum

Level of Specialization and Capstone: 18-21 credits

1. **Elementary Education** - minimum 15 credits
Three courses selected from the following:
 - REED 610 Foundations of Teaching Reading
 - CUIN 614 Elementary School Math Programs
 - CUIN 615 Elementary School Science Programs
 - CUIN 618 Elementary School Language Arts Programs
 - CUIN 621 Elementary School Social Studies Programs*Electives:* at least 6 credits selected with advisor's approval
Capstone:
 - EDUC 700 Research Paper or Project, or
 - EDUC 710 Thesis (3-6), or
 - 6 credit option with advisor's approval

Coordinator:

Dr. William Bingman
 Department of Educational Professions
 301/687-4420

2. **Secondary Education**

You must take 15 graduate credit hours in a discipline consistent with your area of teaching responsibility plus the capstone.

Capstone:

EDUC 700 Research Paper or Project, or

EDUC 710 Thesis (3-6), or

6 credit option with advisor's approval.

3. **Educational Technology**

Prerequisite for this specialization: Demonstrated competency in using computer applications or a course in computer applications or computer science equivalent to EDUC 454/554.

Required courses:

EDUC 632 Use of Telecurricular Instruction (3)

EDUC 633 Hypermedia and Multimedia: Educational Applications (3)

EDUC 635 Courseware Evaluation and Integration (3)

At least 3 credit hours selected from the following:

EDUC 530 Electronic Publishing and Presentations for Educators (3)

EDUC 645 Advanced Instructional Design (3)

COSC 530 Computer Education (3)

COSC 591 Seminar in Computer Science (3)

COSC 600 Computer Programming Concepts (3)

EDUC 546 Using Databases for Critical Thinking (1)

EDUC 547 Making Quality Instructional Materials (1)

EDUC 548 Using Spreadsheets in Mathematics Education (1)

EDUC 624 Teaching in the Distance Learning Classroom (1)

EDUC 626 Technology Applications in Early Childhood Education (1)

Special topics courses (590) or individual problems courses (599) *[with advisor's approval]*

Capstone:

EDUC 700 Research Paper or Project, or

EDUC 710 Thesis (3-6), or

6 credit option with advisor's approval.

4. **Other Areas of Specialization**

Other specializations may be implemented upon the request of at least ten potential students, the subsequent approval of the Curriculum and Instruction Committee and the reporting of the area of specialization to the Department of Educational Professions.

Special Degree Requirements

1. **Study Plan**

A study plan is required for all students. It is required to be completed at the beginning of the program at the interview with the Coordinator. This is expected to occur prior to registering for the first course. Once approved, changes require the permission of advisor and Program Coordinator.

2. **Admission to Candidacy**

Admission to Candidacy occurs when the student has completed a minimum of 15 credits and a maximum of 18 credits. Students must have completed the three Professional Core courses (603, 606, and 640) or part of this admission process. Six credits within the program concentration must have also been completed. A cumulative grade point average of 3.0 is required as well as the approval of the advisor and two other faculty who have taught the student. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses and then the grades are not calculated in the g.p.a. The advisor and the Program Coordinator have the right to require that a student remediate deficiencies even if that requires extra courses or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. If disenrolled, the student has the right of appeal to the Educational Professions Graduate Committee. If the appeal is denied, the student may reapply to the program after one year.

Interdisciplinary Program

Program Purposes:

The individualized Interdisciplinary Master of Education Degree Program is designed for those students who have specific needs not addressed in existing areas of concentration. The interdisciplinary approach allows students to tailor a program specific to their personal and professional goals.

Certification:

This program is not intended to lead to initial certification or specialized advanced certification.

Program Objectives

1. Read and use research in areas of speciality and related fields.
2. Develop knowledge in two separate fields which can be linked for personal and professional reasons.
3. Relate human growth and development to areas of speciality.
4. Analyze and practice contemporary curriculum development.

Coordinator:

Dr. Thomas Palardy
Department of Educational Professions
301/687-7393

Program Description

The student may develop an individualized, interdisciplinary program of study through the cooperation of a least two departments with courses approved for graduate credit. Approval of the study plan is required by the chairs of the departments involved and the Chair of the Department of Educational Professions. The study plan (available in the Office of Graduate Services) is the means by which your interdisciplinary degree program is documented and routed for required approvals. Upon completion of the study plan form with the necessary signatures, it must be submitted to the Office of Graduate Services.

Teacher certification is not an admission requirement for this program nor is initial teacher certification a goal of this program.

Special Admissions Criteria

Applicants to this program must meet initially with the Interdisciplinary program coordinator and then the coordinators of the two departments that are to be part of the individualized Interdisciplinary program. A study plan with signatures from coordinators from both areas and the coordinator's signature are required.

Program Description

Note: All are three credit courses

Professional Education Core	9 credits
Area of Specialization #1	12 credit minimum
Area of Specialization #2	9 credit minimum
Capstone	3-6 credits
Total	33-36 credits

Professional Education Core: 9 credits

EDUC 603 Principles and Practices of Research
EDUC 606 Developmental Theory and Experiential Growth
EDUC 640 Curriculum Development

Interdisciplinary Content Areas: 21 credits

Courses selected with Department Chair/program coordinator's approval.

Capstone: 3-6 credits

EDUC 700 Research Paper or Project, or 6 credit option with coordinator's approval

Total credit hours: 33-36

Special Degree Requirements

1. Study Plan

A study plan is required for all students in interdisciplinary studies. It is required to be completed at the beginning of the program at the interview with the coordinator. This is expected to occur prior to registering for the first course. Once approved, changes require the permission of the advisor and program coordinator.

2. Admission to Candidacy

Admission to Candidacy occurs when the student has completed a minimum of 15 credits and a maximum of 18 credits. Students have completed the three Professional Education Core courses (EDUC 603, 606, 640) or part of their admission process. Six credits within the program concentration must have been completed. A cumulative grade point average of 3.0 is required as well as the approval of the advisor and two other faculty who have taught the student. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses and then the grades are not calculated in the grade point average. The advisor and the Program Coordinator have the right to require that a student remediate deficiencies even if that requires extra courses or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. The student has the right to appeal to the Educational Professions Graduate Committee and may, if disenrolled, reapply to the program after one year.

Reading

Levels of Specialization

- Reading Teacher
- Reading Specialist

Program Purposes

This program is designed for certified teachers to prepare for entry level positions in reading by providing knowledge, theories, techniques, skills, and strategies appropriate to reading instruction and assessment in a variety of academic settings where graduates exemplify leadership, scholarship, and a commitment to professional development.

Certification

This program is intended to lead to advanced certification.

Program Objectives

1. To promote learning by providing many different paths for the student to construct knowledge about reading.
2. To integrate learning so that topics are connected across the program components assuring competence as a reading professional.
3. To provide learning through engagement with peers and others in learning communities such as Mentoring Groups in which students in the Reading Program are sustained and challenged.
4. To require students to engage in action, analysis and reflection of program areas of knowledge and skills and dispositions through core program components and individual classes.
5. To integrate the International Reading Association Standards for professionals throughout all program components.
6. To promote scholarship, leadership and service through development of a portfolio, membership in a Mentoring Group and development of an inservice.

Special Admission Criteria

Applicants to this program must submit evidence of professional experience in schools. Appeals to this policy may be made in writing to the Coordinator of the Reading Program, but in no case may a person who is not a certified teacher or eligible for certification be admitted.

Program Description - 39 credits

Professional Education Core	9 credits
Reading Core	21 credits
Capstone Inservice	3 credits
Electives or thesis	6 credits

Professional Education Core: 9 credits

- EDUC 603 Principles and Practices of Research
- EDUC 606 Development Theory and Experiential Growth
- EDUC 640 Curriculum Development

Reading Core: 21 credits

- REED 540 Children's Literature
- REED 610 Foundations of Teaching Reading
- REED 617 Teaching Reading in the Content Areas
- REED 620 Diagnosis and Correction of Reading Problems
- REED 637 Organizing and Administering the Reading Program
- REED 695 Reading Clinic (6 credits)

Capstone Inservice: 3 credits

- EDUC 700 Research paper/project

Electives or thesis: 6 credits

- EDUC 710 Thesis or 6 credit option with advisor approval
(List of suggested electives available from program coordinator)

Total: 39 credit hours

Special Degree Requirements

Coordinator:

Dr. Roger Dow
Department of Educational Professions
301/687-4431

1. Study Plan

All students must complete a plan of study prior to taking their first course or during their first semester of graduate study. This plan must be with advisement from the Graduate Reading Coordinator or their assigned advisor.

2. Admission to Candidacy

All students must apply for admission to candidacy through their graduate advisor. A candidacy form will be completed and filed with the advisor and a form will be filed with the Graduate Office. Admission to Candidacy occurs when the student has completed a minimum of 15 credits. Students must have completed the three Professional Education Core courses (EDUC 603, 606, 640) as part of this admission process and six credits within the program concentration. A cumulative grade point average of 3.0 is required as well as the approval of the advisor and two other faculty who have taught the student. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses and then the grades are not calculated in the grade point average. The advisor and the Program Coordinator have the right to require that a student remediate deficiencies even if that requires extra courses or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. The student has the right to appeal to the Educational Professions' Graduate committee and, if disenrolled, may reapply to the program after one year.

3. Mentoring Group

All students will be assigned to a Mentoring Group. At the completion of their program, they must provide documentation of participation.

4. Portfolio

All students must complete a portfolio presentation by the end of their program.

5. Inservice

All students must develop and deliver an inservice to successfully complete the program. Credit for the development of this inservice is through EDUC 700.

School Counseling

Level of Specialization

- K-12

Program Purposes

The Masters of Education in School Counseling degree program is intended for individuals who plan a professional career in school counseling. In this program, the school counselor is viewed as a professional who provides services to all students in a K-12 school setting. In serving this population, the school counselor seeks to facilitate the learning and positive development of all students and provides preventative, remedial, and at times, crisis services. Thus, students in this graduate program are equipped with a variety of skills and competencies which will allow them to function effectively in student development.

The program is accredited by the Maryland State Department of Education; consequently, a graduate who has successfully completed our program will be eligible to be certified as a K-12 school counselor. Students without an educational background are welcome to apply to the School Counseling program.

Certification

The School Counseling Program is accredited by the Maryland State Department of Education.

Program Objectives

1. To provide academic preparation in major content areas of school counseling, grades K-12 including: foundations of guidance, principles and practices of school counseling, counseling theories, counseling techniques, career counseling, appraisal, ethics, diversity and current counseling topics.
2. To provide supervised opportunities for practical application of school counseling which underscore academic learning.
3. To train students in ethical practices of school counseling as prescribed by the American Counseling Association
4. To require knowledge, application, analysis, and reflection of current thought and research in the field.
5. To require knowledge, recognition, and ability to work with children in a school setting in developmental, preventative, remedial and crisis counseling.
6. To develop knowledge and skills in consulting with faculty, parents, and referral sources in the community.
7. To develop technological skills necessary to function as a school counselor.
8. To require a practicum experience which integrates the program's content and skills with on-site activities and assessment.

Special Admission Criteria

PLEASE NOTE: Students will be admitted for graduate study in School Counseling once a year in the summer. Application deadline is **March 1**.

In addition to the requirements set forth in the admissions section of this catalog, applicants must hold a terminal undergraduate degree from a regionally accredited institution (verified by an official transcript) or be eligible for a Maryland teacher's certificate. Applicants to the M.Ed. in School Counseling Program must comply with the following:

1. If applicants have not earned at least a 3.0 grade point average, on a 4.0 scale in their undergraduate programs, they must submit a minimum score of 45-46 on the Miller Analogies Test or a minimum of 1,000 (V+Q) on the General Test of the Graduate Record Examination. Scores below the above criteria may be considered on an individual basis.
2. Applicants must provide the names, occupational titles, addresses, and phone numbers of at least three references, two of whom must be previous work supervisors or someone who will be able to respond to questions concerning the candidate's suitability for graduate study in School Counseling.
3. Applicants will provide a typewritten statement which will answer questions about themselves. These questions will be supplied by the Office of Graduate Services as part of the application for graduate study.
4. Applicants are required to have a pre-admission interview with the Graduate Program Coordinator.
5. Applicant's undergraduate preparation must include the following courses (or their equivalent as determined by the Program Coordinator) for a total of 6 hours:
 - a. Introduction/General Psychology
 - b. Educational Psychology or Developmental Psychology (Child or Adolescent)

Program Description - 45 credits

Note: Workshop(s) credit varies 1-3 credits. Practicum is taken for 6 credits.

Professional Education Core: 9 credits

- EDUC 603 Principles and Practices of Research
- EDUC 606 Developmental Theory and Experiential Growth
- EDUC 640 Curriculum Development

Area of Concentration: 30 credits

- SCCO 600 Introduction to School Counseling
- SCCO 601 Principles and Practices of School Counseling
- SCCO 603 School Counseling Theories
- SCCO 605 School Counseling Techniques
- SCCO 608 Career Counseling Issues for School Counselors
- SCCO 610 Ethics for School Counselors
- SCCO 613 Group Techniques for School Counselors

Coordinator:

Dr. Mikal Crawford
Department of Educational Professions
301/687-4448

SCCO	619	Appraisal Techniques for School Counselors
SCCO	692	School Counseling Seminar
EDUC	700	Research Paper or Project <i>or 3 credit elective option with advisor's approval</i>
Capstone: 6 credits		
SCCO	693	Practicum in School Counseling

Total credit hours: 45**Special Degree Requirements****Program of Study**

Students seeking a master's from the School Counseling Program are required to file a Program of Study Form with their advisor prior to the first course. The Program of Study is developed by the student and advisor and is approved by the Program Coordinator. Six hours of the Professional Education Core must be taken in the first summer after admission to the program. Substitution of courses or changes in the student's program must be approved by the Program Coordinator before enrollment in substituted course(s). Any changes in course work preparation will be on an individual basis, subject to approval by the Graduate Coordinator and the School Counseling faculty (e.g. independent studies, waiving a course, approving an interdisciplinary course).

Admission to Candidacy

Application for Admission to Candidacy must be made immediately after completion of a minimum of 15 hours/maximum of 18 credit hours of graduate study and at least 6 hours of professional growth experience. Students must have completed the three Professional Core courses (EDUC 603, EDUC 606, and EDUC 640) as part of this admission process. A cumulative grade point average of 3.0 is required as well as the approval of the advisor and two other faculty who have taught the student. Transfer courses are not counted toward the 18 credits unless they are accepted as equivalent courses and then the grades are not calculated in the grade point average. The Advisory Committee will recommend or deny candidacy based on evaluation of:

1. Satisfactory completion of admission to graduate school study, to the department, and departmental approval of Program of Study.
2. Satisfactory academic performance.
3. Professional growth and development of the student.

If the School Counseling faculty (or adjunct faculty) and coordinator agree that a student's performance is not acceptable (acceptability is defined in the student handbook under Professional Behavior), or that the student's behavior indicates concern for optimal functioning as a school counselor, they have the right to recommend the removal of the student from the program to the School Counseling Advisory Committee. The School Counseling Advisory Committee is responsible for the final decision regarding Admission to Candidacy. The Advisory Committee has the right to require that the student complete extra courses or that a student be removed from the program based on the student's aptitude, professional growth, or potential. The student has the right to re-apply to the program at a date determined by the School Counseling Advisory Committee. The student has the right to appeal the decision to the Educational Professions Graduate Committee.

Comprehensive Examinations

All students seeking a degree in School Counseling are required to successfully complete an appropriate comprehensive examination. The exam may be written, oral, or both. The examination will be given once in the Fall and once in the Spring. Students typically will take the examination during the final semester of their program. Students need to complete an Application for Comprehensive Examination Form, which may be obtained from the Program Coordinator. If there is a question regarding the quality of the comprehensive examination, another faculty member will be asked to read the exam. If necessary, the student will have an opportunity to rewrite once or successfully complete an oral examination with a School Counseling faculty committee. Further details outlining the comprehensive examinations are provided in the School Counseling Student Handbook.

Personal Growth Experience

All students are required to participate in a counseling experience designed to enhance their self-growth and self-awareness. This may be individual or group counseling, or a structured workshop, and must be 12 contact hours in length. Students are to establish appropriate documentation of this experience with the program coordinator.

Special Education

Level of Specialization

- Elementary
- Secondary

Program Purposes

This program is designed for certified teachers or candidates who are eligible for certification to prepare for special education positions.

The area of concentration is Special Education Teachers of Students with Disabilities in Individualized General Education Programs.

Certification

This program is intended to lead to certification as a generic special educator of students with mild/moderate disabilities at the Elementary/Middle (K-8) or Secondary/Adult (6-12) levels.

Program Objectives

Graduates of the program will be able to:

- diagnose educational problems
- prescribe educational programs to meet the needs of individual students
- teach students with special needs
- serve as an inclusion resource teacher with general education classroom teachers
- evaluate current research in the field of special education, apply new approaches to the classroom and contribute new information and ideas to the field

Special Admission Criteria

Applicants to this program must hold or be eligible for certification as a public school teacher.

Program Description 39-42 credits

Professional Education Core	9 credits
Special Education Core	24 credits
Electives	3-6 credits
Capstone	3 credits
Total	39-42 credits

Note: All are three credit courses

Professional Education Core: 9 credits

EDUC 603 Principles and Practices of Research
EDUC 606 Developmental Theory and Experiential Growth
EDUC 640 Curriculum Development

Special Education Core: 24 credits

SPED 561 Characteristics of Exceptional Learners
SPED 562 Introduction to the Education of Exceptional Learners
SPED 601 Assessment, Diagnosis, and Evaluation of Exceptional Learners
SPED 602 Instructional Content and Practices for Exceptional Learners
SPED 603 Planning and Managing the Teaching and Learning Environment
SPED 604 Managing Student Behavior and Social Interaction Skills
SPED 605 Communication & Collaborative Partnerships in
Special Education Programs
SPED 691 Seminar in Special Education

Electives: 3-6 credits

Capstone: 3 credits

EDUC 700 Project in Special Education

Total credit hours 39-42

Special Degree Requirements

Study Plan

A study plan, which must be completed at the beginning of the program at the interview with the Program Coordinator, is required for all students in special education. This is expected to occur prior to registering for the first course. Once approved, changes in the study plan require the permission of your advisor and the Program Coordinator.

Admission to Candidacy

Admission to Candidacy occurs when you have completed a minimum of 15 credits and a maximum of 18 credits. You must have completed the three Professional Core courses (EDUC 603, EDUC 606 and EDUC 640) as part of this admission process. Six credits within the Special Education Core must have also been completed. A cumulative grade point average of 3.0 is required as well as the approval of the advisor and two other faculty members who have taught you. Transfer courses are not counted toward the 15-18 credits

Coordinator:

Dr. Oma Gail Simmons
Department of Educational Professions
301/687-4432

unless they are accepted as equivalent courses and then the grades are not calculated in the G.P.A. Your advisor and the Program Coordinator have the right to require that you remediate deficiencies even if that requires extra courses, or to require that you be disenrolled from the program based on your aptitude and professional growth potential. If disenrolled, you have the right to appeal to the Educational Professions Graduate Committee. If the appeal is denied, you may reapply to the program after one year.

Demonstration of Competencies

In addition to the degree candidacy conditions set forth in the Master of Education section on page 30 of this catalog, candidates for a Master of Education Degree in Special Education must pass the Special Education portion of the Praxis II and demonstrate research-based technological competencies appropriate to the instruction of exceptional individuals.

Master of Science in Applied Computer Science

- Many graduate classes are offered in the late afternoons, evenings, and Saturdays to accommodate the professionally employed students.
- This degree is offered as a full or part-time degree.

Program Description

The Master of Science degree in Applied Computer Science provides an advanced computer science education. This program offers the opportunity to specialize in one of two concentrations.

The Database Concentration provides a comprehensive approach for detailed study in database, data mining, and data warehousing. Students successfully completing this program will have a practical knowledge of the principles and foundations for analysis, design, implementation and administration of large databases.

Students completing the General Concentration will possess a broad applied knowledge in computer networking and communications, software engineering and artificial intelligence. They will have skills and practical experience in information technology. These skills will qualify them for professional, technical and managerial positions in education, industry and government.

Admission Criteria

In addition to Frostburg State University's general admission requirements, applicants must have:

1. a bachelor's degree in Computer Science/Information Science
or:
a bachelor's degree and specified background courses determined by the department Graduate Committee.
2. an undergraduate GPA of at least 3.0 on a 4.0 scale for full admission or documented proficiency.

Admission to the program is determined by the Graduate Committee of the Department of Computer Science.

Program Requirements

Completion of a total of 30 credits: 12 credits in the basic required courses, 12 credits in one of the two concentrations and, 6 credits from elective list. *(18 credits must be at 600 or 700 level.)*

Basic Required Courses: 12 credits

COSC 610 Advanced Object-Oriented Data Structures and File Organization
COSC 625 Advanced Software Engineering
COSC 630 Web Development and Programming
COSC 700 Master Research Paper on Project

Database Concentration

Core Courses : 12 credits

COSC 640 Database Management Systems I
COSC 641 Database Management Systems II
COSC 645 Data Mining
COSC 646 Data Warehousing

Elective courses : 6 credits

COSC 647 Database Security
COSC 649 Database Administration
COSC 690 Special Topics in Database Management Systems

Director:

Dr. Mohsen Chitsaz
Department of Computer Science
301/687-4787
mchitsaz@frostburg.edu

COSC 691 Special Topics in Data Mining and Data Warehousing
COSC 591 Seminar in Computer Science
COSC 599 Individual Problems in Computer Science

General Concentration

Core courses: 12 credits

Select two sequences from:

COSC 585 Theory of Computation
COSC 570 Compiler Design and Construction
or
COSC 635 Networking and Data Communication I
COSC 636 Networking and Data Communication II
or
COSC 640 Database Management I
COSC 641 Database Management II
or
COSC 555 Artificial Intelligence
COSC 580 Knowledge Based Information Systems

Elective courses : 6 credits

COSC 520 Robotics and Computer Control
COSC 550 Programming Language Structures
COSC 560 Operating Systems Concepts
COSC 565 Computer Systems Architecture
COSC 575 Interactive Computer Graphics
COSC 591 Seminar in Computer Science
COSC 599 Individual Problems in Computer Science

Academic Advising:

Upon admission to the program, each student will be assigned an academic advisor. The student must meet with the advisor to devise a plan of work.

Biological Sciences

- **Master of Science in Applied Ecology & Conservation Biology**
- **Master of Science in Wildlife/Fisheries Biology**

The two programs offered in the biological sciences represent a joint effort between two constituent institutions of the University of System of Maryland — Frostburg State University and the Appalachian Laboratory (AL), Center for Environmental Science. Each program is distinct, yet they have similar structure and basic degree requirements and involve many of the same faculty and resources. Accordingly, the two degree programs adhere to a common set of regulations and requirements, which are listed below.

Procedure for Regular Admission

Basic admission procedures and requirements are set forth in the *Graduate Study at FSU* section of this catalog. The following are additional requirements and procedures for the two programs in the biological sciences:

1. You must have completed a baccalaureate degree from an accredited college or university with an undergraduate grade point average of at least 3.0 on a 4.0 scale. Official scores on the Graduate Record Examination (General Test) must be submitted by the Educational Testing Service directly to the Office of Graduate Services. If you have not earned at least a 3.0 grade point average, you must submit a minimum score of 1,000 (V+Q) on the General Test of the Graduate Record Examination. Scores below the above criteria will be considered on an individual basis.
2. You must submit a resume, summary of educational goals and research interests, and the names of three professional references who will complete reference forms in support of your admissions application. Reference forms will be supplied by the Office of Graduate Services as part of your application for graduate study.
3. When all application materials are received, a screening committee composed of Biology and AL faculty will determine if your undergraduate background satisfies the requirements outlined in the section on Special Admission Requirements for the individual degree programs (see following pages). Some students may be required to take undergraduate courses to meet deficiencies. These courses cannot be counted toward the 36 credit hours for degree requirements.
4. Before you can be admitted as either special status or regular status to either of the M.S. programs in the biological sciences, you must have secured a major professor from the graduate faculty of AL or Biology. This individual will provide you with guidance and serve to direct your thesis research. Faculty may obtain grants and contracts that are important sources of funds for graduate assistantships and projects. Faculty play a major role in choosing students they wish to support. You are advised to initiate correspondence with faculty members in Biology or AL prior to the formal process of completing an application. Early contact with the faculty is very important. A list of current faculty and their research interests and areas of expertise is available from the Graduate Program Coordinator. Alternatively, contact either the Director of AL or the Chair of Biology for suggestions on an appropriate major professor.

Once you have secured a major professor, you must be sure that your major professor transmits a letter to the Office of Graduate Services and Graduate Program Coordinator stating that he/she is willing to serve as major professor.

A change in major professors is permissible. Students should recognize that changes in major professors after the first semester may mean additional course work and/or the loss of an assistantship.

Procedural Sequence and Requirements for Degree Candidates

You must complete steps 1-5 (below) during your first year. Step 7 represents the final major requirement of the degree. There is a deadline of April 15 for students entering in Fall, and November 15 for students entering in Spring for the Master's Committee Selection, for Oral Examinations, Plan of Study and submission of the Thesis Proposal. Notifications and submissions are to be made to the Graduate Program Coordinator and Office of Graduate Services.

1. Select Master's Committee.

With assistance of your major professor, you must select a Master's Committee during your first semester. The Master's Committee must consist of your major professor plus at least two other members, one of whom must be faculty of FSU. Individuals from other

Coordinator:

Dr. Richard Raesley
Department of Biology
301/687-4713
rraesley@frostburg.edu

institutions or agencies may serve on the committee, but they must be acceptable as adjunct faculty at AL or the Biology Department.

2. Take Oral Qualifying Examination.

By April 15 (for the Fall semester) or November 15 (for the Spring semester), your Master's Committee will give you an Oral Qualifying Exam. This tests your general knowledge of the biological sciences and your proposed area of specialization. This exam is primarily a diagnostic test to help your committee develop a program of study that will strengthen your understanding of the concepts in areas where you have shown weakness. In the event of substandard performance in all areas, a retest must be taken within six months of the first exam. Failure of the second examination or failure to retake the exam within six months will result in your termination from the M.S. program.

3. Develop Plan of Study.

After successful completion of the Oral Qualifying Exam, you and your committee will develop a Plan of Study which is a list of the courses you will take. The Plan of Study must be approved unanimously and signed by the members of your Master's Committee.

Your Plan of Study will address four areas:

- a. undergraduate deficiencies, as determined by the Screening Committee (see Special Admission Criteria in the appropriate field);
- b. core courses (see program description in the appropriate field) and any substitutions of core courses;
- c. elective courses; and
- d. any additional requirements that your Master's Committee identifies.

Subsequent changes to the Plan of Study must be submitted to the Graduate Program Coordinator with the appropriate authorization. A single course change in an elective course requires only the approval of your major professor, but any subsequent changes require approval by a majority of your Master's Committee.

The following special requirements apply to the selection of courses:

- a. at least 15 credit hours must be 600 level or above;
- b. during your first fall semester, you should register for BIOL 600 (Methods of Research in Biological Sciences) and, for Wildlife/Fisheries Biology, MATH 680 (Research Statistics) or a suitable statistics course; and
- c. no more than six credits of Special Topics (BIOL 650) and three credits of Individual Research (BIOL 699) may be counted as elective courses. Thesis (BIOL 710) credits may not be counted as elective course credits.
- d. no more than twelve credits of Thesis (BIOL 710) may be counted toward the degree.

4. Submit Plan of Study.

The approved Plan of Study form will be forwarded by your major professor to the Graduate Program Coordinator.

5. Submit an approved Thesis Proposal.

A copy of your written Thesis Proposal (*see Graduate Student Handbook for details*) must be signed by all members of your Master's Committee and forwarded to the Graduate Program Coordinator. The Thesis Proposal must be distributed to your Master's Committee at least one week prior to the meeting where that committee will consider approval of your proposal.

6. Apply for Degree Candidacy.

See below for details.

7. Write and Defend Thesis.

Complete an original thesis, give an oral presentation of the thesis, and then defend the thesis in a final Oral Thesis Defense. See below for details.

8. Continuous Registration.

Register for at least one credit hour of BIOL 710 during the intended semester of graduation. If degree requirements are not completed during the semester of initial application for graduation, the student must continue to register each semester until graduation occurs. A student seeking August graduation must register in the first summer session. A student failing to register for a semester will automatically be dropped from the program, and to graduate must reapply for admission. Students who are readmitted will register for an appropriate number of semester credits as determined by departmental policy and implemented by the Graduate Program Coordinator.

Degree Candidacy

Frostburg State University regards degree candidacy as an important element of the master's degree programs in the biological sciences. The purpose of degree candidacy is to provide a formal mechanism whereby your academic performance and progress are evaluated. Forms for application to degree candidacy are available through your Graduate Program Coordinator.

To be admitted to degree candidacy, you must have:

1. completed steps 1-5 above;
2. completed any deficiency courses identified by the Screening Committee; and
3. completed 12 hours of graduate course work (maintaining at least a 3.0 GPA).

Thesis

A major part of the degree programs in the biological sciences is the research associated with your project. The thesis is reflected in six credit hours minimum of Thesis (BIOL 710), although the effort expended on the thesis research may substantially exceed that typically expended on six credit hours of standard course work. Specific information regarding the proposal, thesis preparation, binding, and distribution can be found in the Graduate Student Handbook available through your Graduate Program Coordinator.

You must present a public seminar on your thesis research, once you have written the thesis. After the presentation, you must defend the thesis orally, which entails responding to questions from your Master's Committee concerning your thesis research. It is the responsibility of you and your major professor to notify the Graduate Program Coordinator as to the time and place of your public seminar at least 10 working days before this event.

Course Offering Schedule

For your information and planning, the list below provides the frequency and sequence of graduate Biology courses. The schedule is subject to change.

Fish/WLDF/AECB

Every Semester

- 601 Laboratory Teaching Experience
- 650 Special Topics in AECB/Fish/Wldlf
- 699 Individual Research in AECB/Fish/Wldlf
- 710 Thesis

Every Fall Semester

- 517 Ichthyology
- 521 Sample Design and Anal. of Plant Commun.
- 523 Mammalogy
- 530 Limnology
- 550 Ecology and Management of Wildlife Pop.
- 600 Methods of Research in Biological Sciences

Every Spring Semester

- 506 Ornithology
- 511 Invertebrate Zoology
- 514 Quant. Analysis of Vertebrate Pop.
- 520 Fish Management and Culture
- 522 Herpetology
- 640 Conservation and Population Genetics

Fall of Odd-Numbered Years

- 502 Evolution
- 625 Wildlife Habitat Ecology and Analysis
- 641 Conservation Biology and Reserve Design
- 643 Ethics, Economics, and Politics in Conserv.

Spring of Odd-Numbered Years

- 507 Biological Systematics
- 510 Plant Diseases
- 536 Electron Microscopy for Biologists
- 609 Plant Ecology
- 623 Landscape Ecology

Fall of Even-Numbered Years

- 512 General Parasitology
- 610 Animal Physiology
- 631 Stream Ecology
- 622 Ecosystem Ecology and Analysis

Spring of Even-Numbered Years

- 504 Histology
- 612 Animal Ecology
- 613 Plant Physiology

Irregular Offerings

- 535 Molecular Biology
- 537 Molecular Biology Seminar
- 538 Biotechnology Laboratory
- 539 Environmental Toxicology
- 540 Developmental Biology
- 694 Graduate Seminar in Fish/Wldlf/AECB

Additional courses are taught by AL faculty in the following areas: ecosystem ecology, biogeochemistry, landscape ecology, forest hydrology, watershed ecology, wetlands hydrology, and ecosystem energetics.

Master of Science in Applied Ecology & Conservation Biology

The Master of Science in Applied Ecology and Conservation Biology Program enables students to gain scientific training in addressing conservation issues, especially those pertaining to ecosystem fragmentation, conservation/development conflicts, and integrated resource management. The program addresses both domestic and international issues, since the need of professionals is broad-based and global. Frostburg State University has inter-institutional agreements with universities and national agencies in the African countries of Malawi and Zimbabwe, the Central American country of Nicaragua, and in Trinidad, West Indies, that facilitate the international dimensions of this program.

The Conservation Biology Program addresses both local and global problems associated with conflicts between human development and conservation of biodiversity. It is designed to prepare you for professions that require specialized training directed at maintaining biodiversity. The program prepares you for work with environmental consulting firms, national and international conservation organizations, and state and federal agencies.

Coordinator:

Dr. Richard Raesley
Department of Biology
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rraesley@frostburg.edu

Special Admission Criteria

A screening committee composed of AL and FSU Biology faculty will examine your transcripts and determine if your course work meets the requirements listed below. Areas of deficiency will necessitate your taking undergraduate courses that will not be counted toward the 36 credit hours required for the degree program. You must have completed a baccalaureate degree from an accredited college or university. Your undergraduate training must have included one year of courses in general biology and general chemistry, one semester of genetics, and at least one semester of organic chemistry and statistics. Additionally, your transcripts must show that you have passed one course in at least three of these seven fields of biology:

- Anatomy or Morphology
- Ecology
- Physiology
- Cellular or Molecular Biology
- Evolution or Systematics
- Natural Resource Management
- Developmental Biology

Program Description -at least 36 credits

Core Courses - 18-24 credit hours

BIOL 640	Conservation and Population Genetics	(3 cr.)
BIOL 641	Conservation Biology and Reserve Design	(3 cr.)
BIOL 643	Ethics, Economics, and Politics in Conservation	(2 cr.)
BIOL 600	Methods of Research in Biological Sciences	(2 cr.)
BIOL 601	Laboratory Teaching Experience	(2 cr.)
BIOL 710*	Thesis	(6-12 cr.)

** Enroll in the final credit hours of thesis in the semester in which you expect completed thesis to be approved.*

Electives - 12-18 credit hours

At least six credit hours must be from departments other than Biology.

Total credit hours: at least 36

Biology

- 502 Evolution
- 506 Ornithology
- 507 Biological Systematics
- 510 Plant Diseases
- 511 Invertebrate Zoology
- 512 General Parasitology
- 514 Quantitative Analysis of Vertebrate Populations
- 517 Ichthyology
- 520 Fish Management and Culture
- 521 Sample Design and Analysis of Plant Communities
- 522 Herpetology
- 523 Mammalogy
- 530 Limnology
- 535 Molecular Biology
- 538 Biotechnology Laboratory
- 539 Environmental Toxicology
- 550 Ecology and Management of Wildlife Populations
- 609 Plant Ecology
- 610 Animal Physiology
- 612 Animal Ecology
- 613 Plant Physiology
- 622 Ecosystem Ecology and Analysis
- 623 Landscape Ecology
- 625 Wildlife Habitat Ecology and Analysis
- 631 Stream Ecology
- 650 Special Topics

Geography

- 506 Conservation of Natural Resources
- 513 Remote Sensing-Aerial Photo Interpretation
- 514 Advanced Remote Sensing Techniques
- 515 Advanced Cartographic Techniques
- 530 Fluvial Geomorphology
- 545 Biogeography
- 572 Environmental Planning
- 573 Environmental Law

Economics

- 510 Resource & Environmental Economics

Management

- 509 Managerial Communications
- 542 Human and Organizational Performance Systems
- 580 Strategic Planning and Analysis

Mathematics

- 570 Mathematical Models & Applications
- 581 Applied Regression Analysis
- 582 Applied Nonparametric Statistics
- 680 Research Statistics

English

- 540 Literature of the Environment

Master of Science in Wildlife/Fisheries Biology

The Wildlife/Fisheries Biology Program is designed to prepare you for research and management positions within the public and private sectors. The program allows flexibility, yet offers courses necessary for certification as a biologist with professional organizations such as The Wildlife Society and the American Fisheries Society.

Upon completion of the Wildlife/Fisheries Biology Program, you will have achieved a general knowledge and competence in one or more of the following disciplines: aquaculture, aquatic ecology, terrestrial ecology, conservation biology, management techniques, population biology, evolutionary ecology, aquatic toxicology, habitat analysis, systematics, and systems modeling.

Special Admission Criteria

A screening committee composed of AL and FSU Biology faculty will examine your transcripts and determine if your course work meets the requirements listed below. Areas of deficiency will necessitate your taking undergraduate courses that will not be counted toward the 36 credit hours required for the degree program.

You must have completed a baccalaureate degree from an accredited college or university. Your undergraduate training must have included one year of courses in general biology and general chemistry, one semester of calculus, and at least one semester of organic chemistry and statistics. Additionally, your transcripts must show that you have passed one course in at least four of these eight fields of biology:

- Anatomy or Morphology
- Cellular or Molecular Biology
- Developmental Biology
- Ecology
- Evolution or Systematics
- Genetics
- Physiology
- Natural Resource Management

Program Description - at least 36 credits

Core Courses -- 17-23 credit hours

BIOL 514	Quantitative Analysis of Vertebrate Populations	(3 cr.)
BIOL 600	Methods of Research in Biological Sciences	(2 cr.)
BIOL 601	Laboratory Teaching Experience	(2 cr.)
BIOL 694	Graduate Seminar	(1 cr.)
MATH 680	Research Statistics	(3 cr.)
BIOL 710*	Thesis	(6-12 cr.)

** Enroll in the final credits of thesis in the semester in which you expect the completed thesis to be approved.*

Elective Courses--13-19 credit hours

At least 13 credit hours of graduate courses are to be selected with the approval of your advisor and committee members.

Total credit hours: at least 36

Coordinator:

Dr. Richard Raesley
Department of Biology
301/687-4713
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Master of Science in Counseling Psychology

The Master of Science in Counseling Psychology is designed for persons with a background in psychology who are interested in working in settings such as mental health clinics, counseling centers, and human service agencies. The focus of the program is the development of personal qualities, understandings, and professional skills through learning about self, client, and counselor-client relationships.

The Master of Science in Counseling Psychology program is accredited by the Masters in Psychology Accreditation Council.

A small faculty-student ratio creates opportunities for frequent, individual interaction throughout the program. Our program emphasizes personal as well as professional growth. Course work and assignments focus not only on the development of counseling skills, but also on self-awareness and personal growth. This emphasis reflects our belief that an effective counselor is one who is sensitive both to personal strengths and to areas in need of improvement.

The evaluation of students is an integral feature of the program aimed at identifying the student's strengths, needs, and characteristics that may need attention in promoting the development of counseling skills. Evaluation takes place several times during the program, including at the end of the first and second semesters of course work and at the time of degree candidacy.

If you wish to continue study in Counseling Psychology or Counseling at the doctoral level, the experience and knowledge gained in this program provides you with a firm foundation for such study. Research opportunities are available to students wishing to enhance their skills as preparation for doctoral study.

The normal length of the program is two years of full-time course work followed by a one year internship. Full-time and part-time study are available.

Special Admission Criteria

In addition to the general admission requirements for all graduate programs, you are required to meet the following criteria:

1. You must have completed the baccalaureate degree at a regionally accredited institution of higher education (verified by an official transcript) with an undergraduate grade point average of at least 3.0 on a 4.0 scale. All students are required to submit scores from either the General Test of the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). If you have NOT earned at least a 3.0 grade point average, you must submit a minimum score of 50 on the MAT or a minimum score of 1,000 (V+Q) on the General Test of the GRE. Scores below the above criteria will be considered on an individual basis.
2. You must ask three professionals to complete reference forms concerning your suitability for graduate study in Counseling Psychology. At least two of these references must be from professors who have taught or supervised you.
3. You are to provide a resumé with your application for admission.
4. You are to provide a typewritten statement which will answer questions about yourself. These questions will be supplied by the Office of Graduate Services as part of your application for graduate study.
5. You must interview with the Graduate Program Coordinator. If additional interviews are required, then the Coordinator will arrange them. If you cannot arrange to come to the campus for an interview, the Coordinator will arrange for a telephone interview. The purpose of the interview is to provide another source of information regarding the applicant's appropriateness for training as a counselor.
6. Undergraduate preparation must include the following courses for a total of 15 credit hours (or their equivalent as determined by the Psychology Admissions Committee):
 - a. Introduction/General Psychology
 - b. Psychological Statistics or Research Methods
 - c. Developmental Psychology (Child, Adolescent or Adult)
 - d. Abnormal Psychology
 - e. Social Psychology or Theories of Personality
7. Application Deadline: February 1 for the Fall semester. Degree program admissions are made only for the Fall semester.

Coordinator:

Dr. Ann Bristow
Department of Psychology
301/687-4446

Program Description

Basic Preparation Courses

Although not required for admission, the following courses represent needed background for the more advanced courses in the program. If the student has not taken these courses at an advanced level as an undergraduate, these courses must be taken at Frostburg State University at the beginning of the student's program of study. If the student has taken some or all of these basic preparation courses at another institution but the courses are not comparable to FSU's, the student will be asked to either take the course(s) at FSU or take an equivalency exam to test out of the course(s):

- PSYC 508 Tests and Measurements
- Plus **one, three credit hour course** addressing the physiological basis of behavior: Physiological Psychology (PSYC 520), Health Psychology (PSYC 530), or Addictions Issues and Treatment (PSYC 686) or their equivalent at another university.

Program Requirements: (Total = 49 credits).

39 credits of graduate level course work as follows, plus a minimum of 10 credits of Internship

Program Courses : (27 credits)

PSYC 550 Multicultural Counseling
 PSYC 600 Introduction to Counseling and Assessment
 PSYC 602¹ Advanced Research Evaluation and Interpretation (or PSYC 570)
 PSYC 610 Small Group Dynamics/Group Counseling
 PSYC 614 Advanced Developmental Psychology
 PSYC 617 Advanced Abnormal Psychology
 PSYC 618 Advanced Child and Adolescent Disorders
 PSYC 619² Professional, Ethical & Legal Issues in Counseling
 PSYC ____ elective³

Experiential Lab Courses: (12 credits)

PSYC 630 Theories and Techniques of Counseling I
 PSYC 640 Theories and Techniques of Counseling II
 PSYC 650 Family Therapy
 PSYC 660 Individual Assessment

Internship: (Minimum of 10 credits)

PSYC 695 Internship in Counseling (5-12 credits)
 PSYC 696 Advanced Internship in Counseling (5-12 Credits)

³Approved Electives:

PSYC 504 Psychology of Exceptional Child	PSYC 686 Addictions Issues & Treatment
PSYC 520 Physiological Psychology	PSYC 692 Adv. Seminar in Psychology
PSYC 530 Health Psychology	PSYC 698 Readings in Psychology
PSYC 544 The Male Experience	PSYC 699 Ind. Research in Psychology
PSYC 570 Adv. Experimental Psychology	
PSYC 581 History and Systems	
PSYC 585 Behavioral App. to Human Problems	
PSYC 590 Special Topics in Psychology	
PSYC 591 Seminar in Psychology	
Any 500-level PSYC course	
PSYC 602* Advanced Research Evaluation & Interpretation	
PSYC 616 Psychological Issues in Career Counseling	
PSYC 680 Advanced Treatment Strategies w/Children & Adolescents	

Approved Education Electives:

GUCO 608 Career Guidance & Counseling
 EDUC 523 AIDS: Information, Instruction and Counseling
 EDUC 606 Developmental Theory & Experiential Growth
 EDUC 590 Special Topics: The Counselor as a Person
 EDUC 590 Special Topics: AIDS: Peer Counseling and Education

¹Students who have a strong Research Methods background are encouraged to substitute PSYC 602 with PSYC 570-Advanced Experimental Psychology. This course is ideal for those who wish to engage in research and prepare to go on for doctoral studies. You may wish to consult with your advisor in order to determine your eligibility to enroll in PSYC 570.

²In order to complete the program, students will have to take PSYC 619 during an intersession or summer session.

* You may take both PSYC 570 and PSYC 602; one can count as the program requirement and one as an elective

** Other GUCO and EDUC courses with prior approval of M.S. Committee

Child and Family Option

There is an increased demand for counselors who are trained to work with children, adolescents, and their families. The Option will help prepare students to provide services to these clients during their internship year and is strongly recommended for graduate students who anticipate providing direct services to any children, adolescents or their families during the internship year. A sequence of three courses form the core of the Option:

PSYC 618 Advanced Child and Adolescent Disorders

PSYC 650 Family Therapy

PSYC 680 Advanced Treatment Strategies with Children and Adolescents

Certification or Licensure Option

A 60 credit hour certification/licensure option can be taken by students who want to fulfill minimum graduate course requirements for certification or licensure in most states, including licensure in the state of Maryland. The minimum M.S. Counseling Psychology program requirements are 49 credit hours to be taken in no fewer than three years. The 60 credit hour option can also be completed in three years if the student takes 9 credit hours each semester for three years plus 6 additional credit hours in Intersession or summer session terms. In addition to required M.S. Counseling Psychology courses, students would need to take the following to meet Maryland licensure requirements: PSYC 616 Psychological Issues in Career Counseling or GUCO 608 Career Guidance and Counseling and PSYC 686 Addictions Issues and Treatment. These two additional Maryland requirements are often required by other states. We advise students to check the state laws where they anticipate seeking employment.

Internship

An important aspect of the program, not often found in master's level studies, is the two semester internship. The opportunity to intern at one of a variety of sites, for up to thirty-six hours per week during a nine-month period, provides the student with unusually thorough preparation for eventual employment.

Areas for internship are generally restricted to the Maryland, Pennsylvania, West Virginia region, within commuting distance of Frostburg.

On-going supervision is provided by an on-site supervisor.

Special Degree Requirements

Personal Growth Experience

All students are required to participate in a counseling experience designed to enhance their self-growth and self-awareness. This may be individual or group counseling, or a structured workshop, and must be 12 hours in length.

Degree Candidacy

Frostburg State University regards degree candidacy as an important element of the Master of Science in Counseling Psychology degree program. The purpose of degree candidacy is to provide a formal mechanism as part of your program of study whereby your academic performance and progress toward completion of degree requirements are evaluated. Criteria for this evaluation are found in the M.S. in Counseling Psychology Graduate Student Handbook.

Conditions of Degree Candidacy and Internship

It is your responsibility to apply for degree candidacy. Application for degree candidacy must occur during the semester in which you will complete 12 or more credit hours of 600-level program requirements. In order to apply for degree candidacy you must:

1. Have completed all graduate credit taken as approved from Frostburg State University with a cumulative grade point average of 3.0 or better.
2. Have completed all undergraduate preparation courses and any other course deficiencies as they are listed on your Study Plan.
3. Have completed all required basic preparation courses.

Acceptance to degree candidacy must be approved before you apply for the internship. All course work except for electives must be completed prior to interning, and you must

have achieved a cumulative grade point average of 3.00 or better in order to intern.

Internship is normally graded on a PASS/NON-PASS basis. In order to continue in the program and register for Advanced Internship (696), you must receive a PASS in Internship (695). Should you be unable to complete either PSYC 695 or 696 during the semester you initially enrolled, two other grading options may be used. An incomplete (I) may be assigned, or you may receive a grade of CS (Continuing Student) and be required to register for a minimum of one additional credit of 695 or 696 each fall and spring semester thereafter until all 695 or 696 internship requirements are completed.

Graduation

In addition to satisfactorily completing the basic master's degree requirements described in this catalog, an exit interview and recommendation for graduation from your Master's Committee (your advisor and one other faculty member) are required. You must apply for graduation according to the schedule listed in the academic regulations section of this catalog.

Psi Chi

Psi Chi is the national honor society in psychology. The major goals of Psi Chi are to honor outstanding psychology students by membership in this society and to foster a climate conducive to the creative development of the society. For complete information contact the chair of the Department of Psychology.

Master of Science in Human Performance

The Master of Science degree in Human Performance is designed to prepare students who are interested in pursuing careers in corporate fitness, community health and wellness, and applied exercise science. Effort is made to combine current physiological research with practical applications in exercise physiology. Emphasis is placed on research design, assessment of human performance, and technical writing skills which will also prepare students for continued graduate study toward a doctoral degree.

Special Admission Criteria

In addition to the General Admission Requirements for graduate students, applicants must:

1. Complete the baccalaureate degree at a regionally accredited institution of higher education majoring in the allied health fields, physical education, exercise physiology or biological sciences with a grade point average of at least 3.0 on a 4.0 scale.
2. Submit three letters of recommendation from academicians or professionals in the field concerning your qualifications for graduate study.
3. Submit a current resume or professional vita that includes a statement of career goals.
4. Interview with the Program Coordinator. If additional interviews are required, the Program Coordinator will arrange them. If you cannot travel to the campus for an interview, the Program Coordinator will arrange a telephone interview.

Program Description

Basic Preparation Courses

Although not required for admission, the following two courses represent needed background for the more advanced courses in the program. If you have not completed these courses at a junior or senior undergraduate level, you must take these courses at FSU at the beginning of your program of study. These courses do not count toward the fulfillment of degree requirements.

PHEC 501 Physiology of Exercise
PHEC 507 Motor Learning and Performance

Program Requirements

33 credits of graduate level course work as outlined below and a minimum of 3 thesis credits for a total of 36 credit hours.

Research Core - 10 credits

- * PHEC 602 Current Literature & Research in HPER (4 credits)
- * PHEC 603 Evaluation and Measurement in HPER
or MATH 680 Research Statistics
- PHEC 710 Thesis (min. 3 cr.)

**It is recommended that these courses be taken during the first semester in the program of study.*

Concentration - 18 credits

PHEC 609 The Psychology of Human Performance
PHEC 630 Advanced Physiology of Exercise
PHEC 634 Graded Exercise Testing and Electrocardiogram Assessment
PHEC 636 Using Technology in the Study of Human Performance
PHEC 638 Nutrition and Weight Control in Adults
PHEC 639 Practicum in Human Performance Programs

Electives: 8 credits selected with advisement

Total: 36 credit hours

Coordinator:

Dr. Fred Surgent
Department of Health, Physical
Education, and Recreation
301/687-4488

Master of Science in Park & Recreation Resource Management

The Master of Science in Park and Recreation Resource Management is a program designed to provide professionals who have some administrative and supervisory experience with the skills and techniques necessary to become upper level managers in public, non-profit and commercial agencies in the parks and recreation field. Students with degrees in allied fields who are currently working in the park and recreation field are encouraged to apply and will find the program helpful to their career development.

The curriculum has several innovative features which are designed to provide students with a quality education. The program is designed to train the next generation of leaders in the park and recreation field and it caters to those working in the field who are interested in advancing themselves professionally. Next, the program utilizes practitioner educators who bring current issues and practices into the classroom. It emphasizes the use of case studies to bring real world situations into the classroom and to facilitate an interactive discourse between students and faculty. Last, the program utilizes a weekend campus approach that enables students to complete the program part-time while remaining employed. In addition, the weekend campus approach enables students to interact with faculty and moreover, to interact with other students who are preparing to assume key leadership roles within the field. Together, these features create a quality learning environment which helps students develop their career path in the field.

Weekend Campus Approach

A "weekend campus" approach is utilized throughout the curriculum and provides a "retreat" type of atmosphere to the curriculum. A typical three credit course is completed in three weekends. Normally, courses are staggered over several weekends which enables students to take multiple courses, if desired. Courses are taught at both the Frostburg State University campus and the Downtown Baltimore Center of the University System of Maryland. The Program is designed to service students from the major metropolitan areas of Baltimore, Washington, Philadelphia, Lancaster and Northern Virginia, as well as Western Maryland. It is designed to accommodate professionals working in the field who desire to remain employed while completing their program. Also, the program services traditional full-time on-campus students.

Case Study Approach

The program utilizes a case study approach where possible. This discussion-based approach is very often associated with professional programs. The case study approach enables students to build upon and integrate their experiences into the curriculum. Also, this approach focuses on decision making, which is characteristic of management positions for which the program is preparing students.

Mentorship Program

This program offers students the opportunity to choose a leader in the field as a mentor. The focus of the mentorship program is person-oriented rather than position-oriented, which differentiates it from an internship. Although graduate credit is awarded, completion of the mentorship program is in addition to the normal requirements for a master's degree.

Entrance Requirements

In addition to the general admission requirements, students are required to meet the criteria listed below. If any deficiency courses are required, they will be assigned by the coordinator upon entry into the program.

A. Professional Experience

The program is designed for professionals with experience in the parks and recreation field. Generally, there are three avenues of entry into the program.

1. Students should have the equivalent of three years experience in the parks and recreation field.
2. Students with a minimum of three years professional experience in allied fields who are interested in making a career shift may also apply. An field experience and/or deficiency courses may be required of these students.

Coordinator:

Dr. Robert Kauffman
Department of Health, Physical
Education and Recreation
301/687-4474
fax 301/687-7959

3. Although the program is designed for professionals working in the field, a limited number of recent graduates from baccalaureate programs may be admitted based on the professional experiences of the applicant and on the composition of the students currently in the program.

B. Recommendations

Three letters of recommendation are required reflecting the student's professional and academic background.

C. Career Goals

The applicant needs to include a statement of career goals and how the master's degree program relates to these goals. Normally, this statement is no longer than one page, single spaced.

D. Resume

The applicant is required to submit a current resume or professional vita as part of the application package.

Program Description

The program consists of twelve courses requiring 39 credit hours. The program is divided into four blocks: foundations, resource management, administration and research. A fifth block, supplemental courses, includes deficiency courses (e.g. Field Experience) and courses that are not required toward the completion of the degree but enhance the student's program (e.g. Mentorship Program).

Foundations (3 credits)

RECR 611 Concepts and Foundations of Leisure

Planning & Management of Natural Resources (6 credits)

RECR 641 Managing Open Space Resources

RECR 642 Land Use Strategies for Conservation and Protection

Administration (15 credits)

RECR 651 Organizational Behavior and Leadership in PRRM

RECR 652 Fiscal Management in PRRM

RECR 653 Communications and Organizational Decision Making in PRRM

RECR 654 Developing Promotional Information Systems in PRRM

RECR 655 Current Management Issues in PRRM

Research (15 credits)

RECR 681 Research Methods in PRRM

RECR 682 Evaluation and Statistics in PRRM

RECR 683 Thesis Preparation

RECR 700 Research Project or Thesis (6 credits)

Supplemental Courses

RECR 593 Field Experience in PRRM (6 credits)

RECR 694 Mentorship Program in PRRM (3-6 credits)

RECR 699 Individual Research in PRRM (3-6 credits)

Minimum credit hours: 39

Course Descriptions

Art

ART 500 Introduction to Art Criticism 3 cr.
Problems of describing, analyzing, interpreting, and evaluating art. Attention given to the history, purposes, conceptual bases and methods of art criticism as well as to critical performances.

ART 508 20th Century Art History 3 cr.
Survey of major developments from post-impressionism to post-modernism and the contemporary: Europe and the United States. Every spring.

ART 580 Computer Graphics 3 cr.
Introduction to terminology, methods, processes, craft, and technology of the computer graphics designer; emphasis on theory and application of the Macintosh computer system. May be taken only 1 time for credit. Two hrs. lecture and 2 hrs. lab.

ART 590 Special Topics in Art 1-6 cr.
Concepts or media not regularly presented, using special resources. Lecture and studio or lecture only. Offered irregularly. Prerequisite: permission of the instructor.

ART 602 Philosophy of Art Education 3 cr.
Analysis and evaluation of major competing philosophic systems. Attention to their value structures in relation to alternative theories and conceptions of art education.

ART 605 Curriculum in Art Education 3 cr.
Concepts, problems, and issues in curriculum theory in educational programs. Development of curricula for public school art instruction.

ART 607 Advanced Graphic Design Workshop 3 cr.
Fundamentals of applied design. Graphics problems in advertising and commercial art; class problems in communication arts; commercial processes and techniques; use of professional materials. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

ART 612 Advanced Drawing Workshop 3 cr.
Studio investigation of drawing. Critical, conceptual, and technical skills with content chosen by student and instructor. Two hrs. lecture, 2 hrs. lab.

ART 621 Advanced Painting Workshop 3 cr.
Studio problems in painting. Emphasis on independent creative work. Seminar, discussion, and criticism. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

ART 622 Advanced Ceramics Workshop 3 cr.
Study of ceramic form as it relates to utilitarian and environmental situations. The interaction of human scale with functional ceramic design. Seminar, discussion, and criticism. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

ART 632 Advanced Printmaking Workshop 3 cr.
Studio investigation of printmaking. Critical, conceptual, and technical skills as applied to the aesthetics of printmaking. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

ART 640 Advanced Sculpture Workshop 3 cr.
Studio problems in sculpture. Use of traditional and contemporary forming techniques in independent creative work. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

ART 690 Current Concepts in Art Education 3 cr.
Concepts, problems, and issues in art education theory and practice. The nature of learning art, creative behavior, philosophic theories, and the aesthetic experience.

ART 698 Readings in Art Education 3 cr.
Advanced individualized study in art education scholarship. Seminars, readings, research. Prerequisite: completion of Professional Core.

ART 699 Individual Research in Art Education 3 cr.
Advanced development of an investigative or creative potential. Repeatable 1 time. Prerequisite: graduate art student and recommendation of graduate faculty member.

ART 700 Master's Research Paper or Project 3 cr.
Individual investigation or project related to the area of concentration and professional education. Independent Study form to be submitted with registration.

Biology

Note: equivalent courses taken at other institutions will be considered as prerequisites.

BIOL 502 Evolution 3 cr.
Theories, evidences, and mechanisms of evolution. Three hrs. lecture. Fall of odd-numbered years. *Prerequisite: BIOL 150 or permission of instructor.*

BIOL 504 Histology 4 cr.
Microscopic structure and function of tissues and selected organs of vertebrates. Basic laboratory preparative techniques and tissue recognition. Two hrs. lecture, two 2-hr. labs. Spring of even-numbered years.

BIOL 506 Ornithology 4 cr.
Anatomy, physiology, behavior, ecology and evolution of birds. Laboratory emphasis on identification of regional birds at the species and family level. Two hrs. lecture, one 4-hr. lab. Binoculars required. Every Spring. *Prerequisite: vertebrate zoology or permission of instructor.*

BIOL 507 Biological Systematics 3 cr.
Principles, concepts, and methodologies used in systematic biology. Methods for reconstructing the evolutionary relationships of plant and animal taxa (including phenetic and cladistic analyses). Procedures for description, classification, and analysis of earth's biodiversity. Three hrs. lecture. Spring of odd-numbered years. *Prerequisite: BIOL 402 or permission of instructor.*

BIOL 510 Plant Diseases 3 cr.
Nature, cause, and control of disease in plants. Plant pathogens: nematodes, viruses, bacteria, and fungi in greenhouse, field, and forest plants. Laboratory on preparing specimens according to phytopathological principles. Two hrs. lecture, one 2-hr. lab. Spring of odd-numbered years.

BIOL 511 Invertebrate Zoology**4 cr.**

Structure, physiology, life history, and natural history of invertebrate groups. Emphasis on local fauna. Two hrs. lecture, two 2-hr. labs. Every Spring.

BIOL 512 General Parasitology**4 cr.**

Principles of parasite structure, function, and host-parasite relations. Two hrs. lecture, two 2-hr. labs. Fall of even-numbered years.

BIOL 514 Quantitative Analysis of Vertebrate Populations**3 cr.**

A survey of quantitative techniques used to describe, analyze, and model vertebrate population phenomena and interactions among populations. Every Spring. *Prerequisites: MATH 120 and graduate standing.*

BIOL 517 Ichthyology**3 cr.**

The study of fishes with emphasis on structure and function, development, behavior, ecology, and systematics. Two hrs. lecture, one 2 hr. lab. Every Fall.

BIOL 520 Fish Management and Culture**3 cr.**

Contemporary problems encountered with Fisheries Management. Study of fish culture; alternatives of commercial harvest and culture. Three 1-hr. lectures and one 3-hr. lab. Field trips to be arranged. Every Spring. *Prerequisite: MATH 209 Introduction to Probability and Statistics or permission of instructor.*

BIOL 521 Sample Design and Analysis of Plant Communities**3 cr.**

The ecology of plant communities in the mid-Atlantic; plant community concepts and attributes; environmental factors influencing the distribution and abundance of plants: light, temperature, fire, soil, water, methods of sampling vegetation; quantitative analysis of vegetation data; multivariate methods of data interpretation including classification and ordination; collection and interpretation of field data; emphasis on modern computer methods. Lecture/lab. Every Fall. *Prerequisites: BIOL 314 and BIOL 340.*

BIOL 522 Herpetology**3 cr.**

The structure, behavior, ecology, evolution, and taxonomy of amphibians and reptiles. Laboratory emphasis on identification, anatomy, and ecology of local species; techniques of collecting; estimating population sizes, and home ranges. Two hrs. lecture, one 3-hr. lab. Every Spring. *Prerequisite: BIOL 150.*

BIOL 523 Mammalogy**4 cr.**

The structure, taxonomy, behavior, ecology, evolution, and public health significance of mammals and history of the science of mammalogy. Laboratory emphasizes anatomy, identification, capture techniques, habitat analysis, and home-range and population characterization. Three hrs. lecture, one 3-hr. lab. Every Fall. *Prerequisite: BIOL 150.*

BIOL 530 Limnology**4 cr.**

The study of inland waters; physical, chemical and biological aspects. An overview of hydrobiology. Laboratory emphasis on collection and analysis of data from aquatic environments. Graduate level credit requires supplemental activity (usually a project and written report) by student. Two hrs. lecture, one 4-hr. lab per week. Every Fall. *Prerequisite: BIOL 340.*

BIOL 535 Molecular Biology**4 cr.**

Modern molecular concepts and techniques such as molecular cell function, DNA replication, PCR, protein synthesis, restriction enzyme analysis, DNA sequencing and DNA fingerprinting. Two hrs. lecture, two 2-hr. labs per week. *Prerequisite: BIOL 304.* Course not repeatable.

BIOL 536 Electron Microscopy for Biologists**4 cr.**

Principles and techniques of electron microscopy; thin and thick sectioning, positive staining, freeze etch. Use of transmission and scanning electron microscopes for animal and plant tissues, micro-organisms, and particulates. One hr. lecture, two 3-hr. labs. Spring of odd-numbered years. Enrollment limited to 6, preference to students with an active research project. *Prerequisites: BIOL 310, Physics 216, Chemistry 302; cumulative GPA 3.0; permission of instructor.*

BIOL 537 Molecular Biology Seminar**1 cr.**

Current topics in molecular biology presented by students, faculty and invited speakers coupled with in-depth analysis and discussion. Fall semester. *Prerequisites: graduate standing; BIOL 435 or permission of instructor.*

BIOL 538 Biotechnology Laboratory**1 cr.**

Advanced techniques in molecular biology. Topics will vary depending on instructor. Topics will include cell culture methods, immunocytochemistry, electrophoretic separation and analysis. Repeatable to four credits when topics are substantially different. Ten 3-hr. lab sessions per semester. *Prerequisites: graduate standing; BIOL 435 or permission of instructor.*

BIOL 539 Environmental Toxicology**3 cr.**

An interdisciplinary study of the major classes and properties of pollutants, ecotoxicology testing methods and their effects on living organisms and the ecosystem. Two hrs. lecture, two hrs. lab. *Prerequisites: one year general biology.*

BIOL 540 Developmental Biology**4 cr.**

A classical and modern study of processes producing structural and functional changes during the development of plants and animals. Three hrs. lecture, two hrs. lab. *Prerequisites: one year general biology.*

BIOL 550 Ecology and Management of Wildlife Populations**4 cr.**

Study of factors that determine the distribution and abundance of wildlife populations and current management practices used to manipulate wildlife populations. Two-three field trips will be used to gain knowledge of regional management practices. Three hrs. lecture. Fall only. *Prerequisites: BIOL 406, 423 or 426.*

BIOL 600 Methods of Research in Biological Sciences**2 cr.**

Understanding the scientific method, improving scientific writing skills, and practical experience in computer analysis of biological data. Major projects include writing a thesis research proposal and a scientific paper. Every Fall. *Prerequisites: MATH 680 (or concurrent enrollment) or instructor's permission with a basic knowledge of statistics.*

BIOL 601 Laboratory Teaching Experience**2 cr.**

Methods and experience of instruction in the introductory biology laboratory including stimulating interest, presenting pre-lab instruction, conducting laboratory exercises, generating discussion, writing quizzes and laboratory practical examinations, and assessing student performance. Fall, Spring. *Prerequisite: graduate standing in Wildlife/Fisheries Biology or Applied Ecology and Conservation Biology.*

BIOL 609 Plant Ecology**3 cr.**

Ecological principles and relationships at the organism, population, and community levels. The plant and the ecosystem. Field trips and field analysis of plant communities. One hr. lecture and 4 hrs. lab. Spring of odd-numbered years. *Prerequisites: BIOL 340, 314 or 603, 8 hrs. general chemistry or permission of instructor.*

BIOL 610 Animal Physiology**3 cr.**

Physiological systems and experiments on laboratory animals. Two hrs. lecture and 2 hrs. lab. Fall of even-numbered years. *Prerequisites:* one year college chemistry and major in biology or chemistry.

BIOL 612 Animal Ecology**3 cr.**

Ecological principles and relationships of organism, population, and community levels. The animal's relation to ecosystems. Three hrs. lecture. Spring of even-numbered years. *Prerequisites:* one year bioscience or zoology, BIOL 411, 340, and 8 hrs. general chemistry or permission of instructor.

BIOL 613 Plant Physiology**3 cr.**

Theory and techniques. Cell ultrastructure and function, translocation of metabolites, plant growth regulators, photobiology, and the physiology of development. Two hrs. lecture, 2 hrs. lab. Spring of even-numbered years. *Prerequisites:* BIOL 303, one year inorganic chemistry, one year organic chemistry.

BIOL 622 Ecosystem Ecology**3 cr.**

Overview of ecosystem ecology concepts, addressing multiple topics including: ecosystem definition, primary/secondary productivity, ecosystem energetics, trophic structure, stability/resilience, nutrient cycling, ecosystem management, and the important of ecological models. Three hrs. lecture. Fall of even-numbered years.

BIOL 623 Landscape Ecology**4 cr.**

The effects of spatial pattern of resources; its causes, development and importance for ecological processes. Concepts, methods and applications of landscape ecology through readings of classic and contemporary literature, lectures, lab exercises designed to provide "hands-on" experience with quantitative methods and completion of an independent project. Three hrs. lecture, one hr. lab. Spring of odd-numbered years. *Prerequisites:* course in general ecology; permission of instructor.

BIOL 625 Wildlife Habitat Ecology and Analysis**3 cr.**

Ecological concepts, habitat selection and use by wildlife, techniques and procedures used in habitat manipulation and evaluation. Two hrs. lecture, 3 hrs. lab. Fall of odd-numbered years. *Prerequisite:* graduate standing in Wildlife/Fisheries Biology.

BIOL 631 Stream Ecology**3 cr.**

Ecology of lotic systems common to North America. Stream hydrology, water chemistry, fish and invertebrate ecology, nutrient dynamics, restoration ecology of impaired freshwater systems, and conservation biology of freshwater species. Three hrs. lecture and two optional field trips with laboratory exercises. Fall of even-numbered years. *Prerequisites:* BIOL 340, 411, and 430 or permission of instructor.

BIOL 640 Conservation and Population Genetics**3 cr.**

The importance of genetics in the management of game and non-game species will be emphasized with special reference to genetic management of threatened, rare or endangered species. Two hrs. lecture, one 3-hr. lab. Every Spring.

BIOL 641 Conservation Biology & Reserve Design**3 cr.**

Examination of modern topics in conservation biology emphasizing impacts of habitat insularization and related landscape perturbations on population dynamics, social structure, genetic diversity, and ecological interactions of organisms. Application of these factors in the design of nature reserves and maintenance of biodiversity. Lecture. Fall only of odd-numbered years. *Prerequisite:* graduate standing.

BIOL 643 Ethics, Economics and Politics in Conservation**2 cr.**

An examination of political and economic considerations associated with protection of endangered species and special habitats. Case histories of conflicts among competing forces for natural resources. Fall only of odd-numbered years.

BIOL 650 Special Topics in Fisheries/Wildlife/Applied Ecology and Conservation Biology**2-4 cr.**

Course content and credit hours vary depending on the course topic and instructor. Course topics will include Ecology, Evolution, and Management of Tropical Fishes; Techniques in Field Ecology; Advanced Animal Behavior; Aquatic Entomology; and Conservation and Management in Tropical Ecosystems. Consult Director of AL or Chair of Biology for current offerings. Fall, Spring.

BIOL 694 Graduate Seminar in Fisheries/Wildlife/Applied Ecology and Conservation Biology**1 cr.**

Readings and discussion of current subjects in the fields of ecology and management. Student presentations coupled with in-depth analysis and discussion of the scientific merit and political ramifications of biological research. Offered irregularly.

BIOL 699 Individual Research in Fisheries/Wildlife/Applied Ecology and Conservation Biology**2-4 cr.**

Topic and study outline to be approved by the Biological Science Graduate Program Coordinator prior to registration. Fall, Spring. *Prerequisites:* graduate standing, consent of instructor, and consent of Chair of the Biology Department or Director of AL.

BIOL 710 Thesis**1-9 cr.**

Activities related to the production of a research thesis on an approved topic. Graded P/N. Fall, Spring, Summer.

Chemistry

CHEM 511 Inorganic Chemistry**3 cr.**

Theories of bonding, symmetry concepts, group theory, reaction mechanisms, spectroscopy, structure, stereochemistry, and biological aspects. Three hrs. lecture. *Prerequisite:* CHEM 441 or permission of instructor.

CHEM 541 Physical Chemistry Lecture I**3 cr.**

Theory and applications of the principles of physical chemistry. Equilibria, gas laws, thermodynamics, electrochemistry, structures, and properties. Three hrs. lecture. *Prerequisite:* 16 cr. in chemistry from the following: CHEM 101, 102, 201, 301, 302; MATH 227, 228 and 320 or 432; and Physics 215 and 216 or equivalent or permission of instructor.

CHEM 542 Physical Chemistry Lecture II**3 cr.**

Quantum theory, statistical thermodynamics, chemical dynamics, spectroscopy, and structures. Three hrs. lecture. *Prerequisite:* CHEM 541.

CHEM 545 Physical Chemistry Laboratory I**1 cr.**

Experimental physical chemistry. One 3-hr. lab. *Prerequisite or corequisite:* CHEM 541

CHEM 546 Physical Chemistry Laboratory II**1 cr.**

Continuation of CHEM 545. One 3-hr. lab. *Prerequisite or corequisite:* CHEM 542.

CHEM 555 Biochemistry I**3 cr.**

The chemistry and metabolism of biological compounds, biochemical thermodynamics, enzyme mechanisms, and kinetics. Three hrs. lecture. Fall semester. *Prerequisites: CHEM 301 and 302; BIOL 149 or permission of the instructor.*

CHEM 557 Biochemistry II**3 cr.**

This course is a continuation of Biochemistry I. Metabolic processes and their conservation among widely divergent organisms. Cell processes, their interrelation and regulation. Biochemical techniques and their applications to a variety of current biological problems. Three hrs. lecture. Spring semester. *Prerequisite: CHEM 455.*

CHEM 560 Environmental Chemistry**3 cr.**

This course will investigate the chemical nature of the environment. It will develop the chemical interactions found in the atmosphere, hydrosphere, lithosphere and biosphere. Considerations of energy and energy usage will also be discussed. *Prerequisite: Completion of CHEM 101 and 102, and any one of the following courses: BIOL 430, GEOG 432, CHEM 320 and 321.*

Communication & Theatre Arts

CMAT 500 Theatre Production**3-6 cr.**

Practical application of the principles of theatre production on the advanced level, involving participation in actual production, classes, and workshops of university-affiliated professional theatre. May be repeated to a maximum of 9 credits. *Permission of department required.*

CMAT 590 Special Topics in Communication and Theatre**1-6 cr.**

Research or applied experience on an announced selected topic. May be repeated to a maximum of 6 credits. *Permission of department required.*

CMAT 593 Field Work in Theatre Practice**1-3 cr.**

Participation in production and/or management in an approved theatre, or in an organization in a related communication field. Participants in university-affiliated theatre may be eligible. May be repeated to a maximum of 6 credits. *Permission of department required.*

CMAT 699 Individual Research in Communication and Theatre Arts**1-6 cr.**

Individual research in a topic related to communication or theatre arts. Topic and study outline to be approved by department chair prior to registration. Written and oral reports required. Can be repeated to a total of 6 credits.

Computer Science

NOTE: FSU graduate students may take any computer science graduate courses by permission of instructor.

COSC 510 Data and Computer Communication**3 cr.**

Fundamentals of data communications. Transmission media characteristics, data encoding, and multiplexing. Causes of transmission errors and data link control. Circuit switching, message packing, and packet switching. Local area networks, introduction to terrestrial and satellite networks, ISDN, and future trends. *Prerequisite: COSC 365 or permission of the instructor.*

COSC 520 Robotics and Computer Control**3 cr.**

Introduction to field of robotics: applications, safety, sensors, Robotics Languages Model for Computer-Aided Design (CAD), speech recognition and generation. Integration of robots with artificial intelligence. *Prerequisites: PHYS 215 or PHYS 261, COSC core courses or permission of the instructor.*

COSC 530 Computer Education**3 cr.**

A practical study of contemporary topics for students with a computing background. Emphasis on development and use of training/teaching materials. *Prerequisite: permission of instructor.*

COSC 550 Programming Language Structures**3 cr.**

Features of existing programming languages and underlying concepts. Syntax and semantics, simple statements, grouping of statements, scopes and storage allocations, subroutines. List processing and string manipulation languages. *Prerequisites: COSC 310 or permission of the instructor.*

COSC 555 Artificial Intelligence**3 cr.**

An introduction to knowledge representation and inference: topics include logic, semantic networks, frames and rule-based reasoning. Natural language processing; topics include pattern recognition, pattern association and computer vision. *Prerequisite: COSC 310 or permission of instructor.*

COSC 560 Operating Systems Concepts**3 cr.**

Detailed study of operating systems concepts. Process management, scheduling, time slicing, concurrency, mutual exclusion, semaphores, resource management, memory mapping, virtual systems, mass storage, file systems. Case studies of operating systems. *Prerequisites: COSC 201 and COSC 365 or permission of the instructor.*

COSC 565 Computer Systems Architecture**3 cr.**

Architecture of large computing systems. Instruction set architecture and RISC. Design of high-speed arithmetic units, I/O subsystems, DMA, and channels. Interrupt structures. Horizontal vs. vertical microprogramming. Memory system hierarchy with emphasis on cache, virtual memory, and interleaving. Introduction to parallel processing and advanced architectural trends. *Prerequisite: COSC 365 or permission of the instructor.*

COSC 570 Compiler Designs and Constructions**3 cr.**

Detailed study of the concepts and techniques used in design and construction of a compiler. Topics include: lexical analysis, syntactic and semantic analysis, intermediate code generation, final code generation, and optimization techniques. Each student will be required to design and implement a functional compiler or interpreter for a given language. *Prerequisites: COSC 310 and COSC 365 or permission of the instructor.*

COSC 575 Interactive Computer Graphics**3 cr.**

Concepts of computer graphics. Terminology and programming primitives, raster vs. vector hardware, interaction devices, software packages, geometrical transformations, two- and three-dimensional viewing, hidden line and surface removal, object hierarchy. *Prerequisites: COSC 310 and COSC 350 or permission of the instructor.*

COSC 580 Knowledge Based Information Systems**3 cr.**

Concepts of knowledge-based systems with an emphasis on expert systems. Topics include production systems, building of knowledge-based systems and future trends with expert systems. *Prerequisite: COSC 380 or permission of instructor.*

COSC 585 Theory of Computation**3 cr.**

Basic theoretical principles embodied in formal languages, automata, computability, and computational complexity. Emphasis is placed on developing formal description of computers and computational pro-

cesses, and practical implications of theoretical results. *Prerequisites:* COSC 310 or permission of instructor.

COSC 591 Seminar in Computer Science 3 cr.
Group study of advanced topics under faculty supervision. Departmental approval is required. *Prerequisite:* department approval.

COSC 599 Individual Problems in Computer Science 3 cr.
Independent study of advanced topics under faculty supervision. Departmental approval is required. *Prerequisite:* department approval.

COSC 600 Computer Programming Concepts 3 cr.
Object oriented programming and programming design; sequential, selection and iteration statements; objects and relationship among objects, abstraction, encapsulation, and hierarchy. *Prerequisite:* permission of instructor.

COSC 610 Advanced Object-Oriented Data Structures and File Organization 3 cr.
Object-oriented data structures such as linear data structures recursions, trees, graphs, searching and sorting algorithms, and file organizations using object-oriented programming language. *Prerequisite:* admission to Applied Computer Science master's program.

COSC 625 Advanced Software Engineering 3 cr.
Design and implementation of software using a formal specification language. Topics include management implications, software cost estimation, defect testing, software engineering environments. *Prerequisite:* admission to Applied Computer Science master's program.

COSC 630 Web Development and Programming 3 cr.
A practical study of the technologies required to implement, maintain, and manage web sites and associated servers. Topics include: HTML, JavaScript, CGI, multimedia, UNIX, and related activities. *Prerequisite:* admission to Applied Computer Science master's program.

COSC 635 Network and Data Communications I 3 cr.
Implementation and testing of networks. Topics include OSI reference model, network administration, inter network design, network relays, network file system. *Prerequisite:* admission to Applied Computer Science master's program.

COSC 636 Network and Data Communications II 3 cr.
Management of network and distributed systems. Topics include monitoring distributed systems, network management protocols, network planning, security for management, name management, domains, discretionary access control. *Prerequisite:* COSC 635 and admission to Applied Computer Science master's program.

COSC 640 Database Management Systems I 3 cr.
Database design and implementation, data models, database programming using relational database management systems as well as object-oriented databases. An implementation of a comprehensive project using a commercial DBMS. *Prerequisite:* admission to Applied Computer Science master's program.

COSC 641 Database Management Systems II 3 cr.
The function of database administration. Data recovery, security, concurrency, and integrity. Database storage, and advance database programming. A project implementation is required. *Prerequisite:* COSC 640 and admission to Applied Computer Science master's program.

COSC 645 Data Mining 3 cr.
Overview of data mining and its application in business. Topics include data mining models such as decision trees, genetic algorithms, neural

nets, agent network technology; data mining process and discussion of practical available data mining tools. *Prerequisite:* admission to Applied Computer Science master's program.

COSC 646 Data Warehousing 3 cr.
A hands-on approach to the major issues facing data warehouse developers. Discussion of analysis design and management of data warehousing. Application of data warehouse in a business environment using one or more data warehouse systems. *Prerequisite:* admission to Applied Computer Science master's program.

COSC 647 Database Security 3 cr.
A comprehensive, in-depth discussion of the database security, including models, systems architectures, and standards. Security in object-oriented databases and in statistical databases and auditing. *Prerequisite:* admission to Applied Computer Science master's program and COSC 641.

COSC 649 Database Administration 3 cr.
Discussion of the database administration issues. Topics include installation, migration, upgrades, networking, security, backup and recovery, performance tuning, capacity planning and GUI development tools. *Prerequisite:* admission to Applied Computer Science master's program and COSC 641.

COSC 690 Special Topics in Database Management Systems 3 cr.
Study and discussion of the most recently developed topics in Database Management Systems. *Prerequisite:* admission to Applied Computer Science master's program and COSC 640.

COSC 691 Special Topics in Data Mining and Data Warehousing 3 cr.
A study and discussion of topics in the latest development in data mining and data warehousing. Students are required to write a paper or implement a project related to the topic. *Prerequisite:* admission to Applied Computer Science master's program and COSC 645 and COSC 646.

COSC 700 Master Research Paper or Project 3 cr.
Independent research paper or project related to the area of concentration. The topic of the paper or project description must be approved by the department graduate committee prior to registration. *Prerequisite:* admission to Applied Computer Science master's program and COSC 610, COSC 625 and COSC 630.

Economics

ECON 510 Resource & Environmental Economics 3 cr.
Economic analysis of problems and policies affecting natural resource industries and the environment. Economic framework, mineral, forest, energy industries; and environmental use and misuse are analyzed. Fall. *Prerequisite:* Economics 202 or permission of the instructor.

ECON 598 Readings in Economics 3 cr.
Selected readings for primarily independent research in a field not covered by regular courses. Summaries of readings and findings compiled in a written research report. *Prerequisites:* ECON 201, 202, 351, 352, and permission of the instructor and Department Chair.

Education

CUIN 518 Teaching Written Composition Methods in the Elementary School 3 cr.

Language acquisition and writing, including motivation and evaluation; grammar, spelling, and editing skills.

CUIN 520 Assessment and Measurement in Early Childhood Education 3 cr.

A study of instruments for child development and early childhood program evaluation. Analysis of early identification programs, child-find procedures, normative data, intelligence and language tests.

CUIN 521 Child Development for the Early Childhood Educator 3 cr.

Educational implications for the child from birth to age eight, including the effects of early stimulation, critical periods in the child's life, species specific behaviors, and environmental variables affecting the child's development.

CUIN 608 Middle School Curriculum 3 cr.

The middle school movement, the nature of the middle school student, alternative school programs, strategies for implementation.

CUIN 609 Elementary School Curriculum 3 cr.

Trends, issues, and determinants of the elementary content areas; organizational patterns and curriculum models; application of a system for curriculum development; instructional modes; and process of curriculum planning. *Prerequisite: EDUC 640.*

CUIN 614 Elementary School Mathematics Programs 3 cr.

Content and organization of elementary school mathematics.

CUIN 615 Elementary School Science Programs 3 cr.

A survey of current elementary school science programs available for use in grades K-8. A review of the science programs rationale, organizational structure, content, methodology, and evaluational system is emphasized. Methods of program identification, selection techniques, implementation, and continuing evaluation are considered. The research seminar format is utilized in this course.

CUIN 616 Introduction to Science Education 3 cr.

Evolutions, philosophies, purposes, goals, and objectives; comparative science education, practical, and research literature; and professional organizations.

CUIN 618 Elementary School Language Arts Program 3 cr.

The content, organization, materials, and techniques for teaching elementary children English usage, spelling, oral and written composition, manuscript and cursive writing, and reading. The integration of language arts in the elementary curriculum.

CUIN 621 Elementary School Social Studies Programs 3 cr.

Content of elementary school social studies and the various methods of instruction and materials.

CUIN 622 Workshop in Elementary Language Arts 3 cr.

Developing a model and preparing instructional materials to demonstrate the interrelatedness of the elementary language arts to the Curriculum and Instruction core courses. Design and construction of educational materials for a particular age congruent with current educational theory. Presentation and sharing of individual work in a seminar. *Prerequisite: CUIN 609.*

CUIN 623 Foundations of Early Childhood Educ. 3 cr.

History and philosophy of early childhood education; model programs designed to implement various theories; research on the effects of model programs; and current trends and issues affecting and challenging the early childhood educator.

CUIN 624 Parent Education 3 cr.

Techniques used to help care-givers in the task of child rearing. Sociology of parenting, parent support services, methods of implementing study and discussion groups, and techniques employed in operating home-based child programs.

CUIN 626 Early Childhood Teaching Methodology 3 cr.

Analysis of the master's level teaching techniques, including environmental analysis techniques, early stimulation procedures, toy and teaching apparatus evaluation, techniques for utilizing and extending play, and specific techniques to enhance communication and self-expression.

CUIN 639 Instructional Systems Design 3 cr.

Development of competencies related to systems approach to instructional planning, foundations of instructional design, instructional objectives, alternate instructional models, preparation of instructional materials, strategies for implementation, and evaluation of instructional systems.

CUIN 649 Curriculum Evaluation 3 cr.

The process of curriculum evaluation: The collection, organization, analysis, and reporting of information essential to decision-making. Models and strategies.

CUIN 660 Secondary School Curriculum 3 cr.

Trends, issues, and determinants of the secondary content areas, including organizational patterns and curriculum models, application of a system for curriculum development, instructional modes, and the process of curriculum planning.

ECED 538 Early Childhood Classroom Mgmt. 3 cr.

For the early-childhood teacher: advanced teaching skills in nurturing the young child's social experiences, self-discipline, independence, and creativity; arranging play experiences, organizing physical space, communication with children.

ECED 542 Administration & Supervision of Early Childhood Programs 3 cr.

Administrative and supervisory responsibilities for the early-childhood educator in providing quality programs for young children. *Prerequisite: permission of instructor.*

EDAD 611 Administration in the Elementary School 3 cr.

Educational leadership of the elementary school: responsibilities, philosophies, and techniques of the principal; student activities and supporting services; necessary technical skills; reading in the field; professional organizations, literature, and ethics in elementary administration.

EDAD 612 Administration in the Secondary School 3 cr.

Educational leadership of the secondary school: responsibilities, philosophies, and techniques of the principal; student activities and supporting services; necessary technical skills; reading in the field; professional organizations, literature, and ethics in secondary administration.

EDAD 628 School Law 3 cr.

Legal bases of education including hiring and dismissal of personnel, tenure, staff liability, contractual rights and relationships, and rights of staff and clients. Spring, summer.

EDAD 641 Educational Leadership
Developmental leadership theory and strategies.

3 cr.

EDAD 642 Organization and Administration of Public Schools

Theories and concepts: societal forces that affect educational administration; tasks of administration, role requirements, administrative process, and division of responsibility; organizational variables; the administrator as an individual and leader; research; professional organizations; and ethics.

3 cr.

EDAD 644 Public School Finance

Theory, principles, and general practices. The problems of financing education, budgeting, equalization, management of school funds, and the role of local, state, and federal governments in the financing of public education.

3 cr.

EDAD 646 Personnel Administration

Managing human resources, including organization of the personnel functions; manpower functions of recruitment, selection, and induction; appraisal and staff development; compensation and benefits; professional negotiations; and current trends in personnel administration.

3 cr.

EDAD 650 Program Development

Examination of planning models and development of skills to analyze and interpret human resource data. Students plan a human service program by locating and utilizing resources and by preparing implementation strategies and evaluation mechanisms.

3 cr.

EDAD 693 Practicum in Administration-Supervision

Supervised experience based on a problem identified by the student. Emphasis on the integration of learned administrative/supervisory skills. Administrative/Supervisory responsibilities of limited depth for limited periods under joint college/school supervision. Problem areas must be submitted and approved prior to registration. Repeatable to 6 credits. *Prerequisite: approval of the Chair of Educational Professions Department.* Fall, Spring.

3-6 cr.

EDSU 604 Supervision in the Elementary School

Preparation, role, and functions of the elementary supervisor, including application of principles of learning, instruction, curriculum, and human relations skills. Development of technical skills.

3 cr.

EDSU 605 Supervision in the Secondary School

Preparation, role, and functions of the secondary supervisor, including application of principles of learning, instruction, curriculum, and human relations skills. Development of technical skills. Fall of even-numbered years.

3 cr.

EDSU 643 Foundation of Educational Supervision

Nature and scope of educational supervision including human relations skills, technical skills, social systems as they relate to educational supervision, professional organizations, literature and ethics. Fall.

3 cr.

EDSU 648 Supervision of Student Teachers

Student teaching programs and the relationship of the public schools and colleges.

3 cr.

EDUC 522 Logo: Educational Programming & Instructional Techniques

Learn about Logo as a language for learning about computers, computer programming, and thinking, and as a philosophy of education. Emphasis will be on learner-controlled and learner-directed explorations of intellectual problems of interest.

3 cr.

EDUC 523 AIDS: Information, Instruction and Counseling

Designed to facilitate learning current information about HIV and AIDS; prepare individuals to teach and/or give others correct information; and provide basic training for those interested in becoming peer counselors for persons with, or exposed to, HIV/AIDS. Fall, summer.

3 cr.

EDUC 530 Electronic Publishing and Presentations for Educators

Use electronic tools and media for publishing and making presentations. Design electronic publishing and presentation projects for professional use. Plan for integration of electronic publishing and presentations in the curriculum. Learn methods of teaching electronic publishing and presentation skills to students.

3 cr.

EDUC 541 Classroom Management Strategies

A study of the elements of developmentally appropriate classroom management including cultural variables, skills of effective teaching, major theorists' view of school management, character and values education, and the impact of school climate and organization. In addition, specific techniques for managing special problems and disruptive youth will be studied.

3 cr.

EDUC 544 Cooperative Learning Workshop: Level I

A study of cooperative learning through an analysis of the underlying theory and observation, planning, and implementation of cooperative learning activities. Summer.

3 cr.

EDUC 545 Middle School Curriculum & Methods

The middle school movement; the middle school student and curriculum; teaching in the middle school; middle school organization. Every semester. *Prerequisite: Phase II admission or permission of Department Chair.*

3 cr.

EDUC 546 Using Databases for Critical Thinking

Use databases in learning to organize, access, manipulate, and evaluate information. Learn to find and interpret information, find patterns, and make inferences based on established patterns. Develop techniques for using databases in elementary and secondary curricula.

1 cr.

EDUC 547 Making Quality Instructional Materials

Learn to develop instructional activities based on a specific theme. Learn to use the computer to create instructional materials for these activities.

1 cr.

EDUC 548 Using Spreadsheets in Mathematics Education

Use spreadsheets to learn to explore relationships, predict outcomes, analyze information, and draw conclusions. Learn to experiment and to explore concepts without having to perform tedious calculations. Develop techniques for using spreadsheets in elementary and secondary curricula.

1 cr.

EDUC 554 Microcomputer Application in Education

Introductory course to familiarize educators with microcomputers. Microcomputers as a teaching tool; innovations, systems of instruction, model programs. Matching software to school children's needs. Every semester. *Prerequisite: Phase II admission or permission of instructor.*

3 cr.

EDUC 564 Induction into the Classroom

An introduction to schools, their structure and climate, research on school effectiveness, the legal issues, and school professional ethics. Specific PDS school policies regarding student behavior and the school system conceptualization of the school improvement process. The course will also require the completion of computer competencies: E-mail,

1 cr.

word-processing, web research, presentation skills and sophistication in integration of curricular software.

EDUC 590 Special Topics in Education 1/2 to 6 cr.
Special workshop on a current topic, as arranged.

EDUC 599 Individual Problems in Education 1 to 3 cr.
Independent study under supervision. Research paper on a special topic. Requires proposal approval by the Chair of the Department of Educational Professions prior to registering. Repeatable to 6 credits. Every semester, summer.

EDUC 601 Current Trends in Curriculum 3 cr.
Historical survey of the development of the curriculum and the influences upon its development. Trends and their causes including the identification, analysis, and appraisal of current trends.

EDUC 602 History of Education 3 cr.
Significant historical periods in education in the context of social, political, and economic history, with emphasis on contemporary developments.

EDUC 603 Principles and Practices of Research 3 cr.
Definitions of research; the research process; chronological development of educational research; library use and research literature; the research abstract; historical, descriptive, and experimental types of research. Identification of researchable problems and the formulation of research designs; descriptive and inferential statistical techniques; style for writing the research report. Every semester, summer.

EDUC 606 Developmental Theory and Experiential Growth 3 cr.
Understanding the concept of self, logical decision making, communication theory, effects of the various social-cultural factors on learners; effects of the individual, the group, and the system on the learning process; leadership theory and skills; studies in human growth and development. Every semester, summer.

EDUC 607 Comparative Education 3 cr.
Educational systems in the major and developing countries in relation to the American systems. Programs of various organizations that work for international understanding.

EDUC 613 Classroom Assessment 3 cr.
This course is intended to assist students in the attainment of a theoretical understanding and knowledge related to the design, implementation, and use of various assessment instruments that include, but are not limited to, formal and informal observation, paper-and-pencil instruments, oral questioning, student records, authentic performance tasks, and student portfolios, as well as the qualitative analysis of pupil performance - product and process.

EDUC 624 Teaching in the Distance Learning Classroom 1 cr.
A study of the development and practice of teaching via an interactive network. The course includes an overview of the development of "distance" education, an introduction to using the associated technology, an analysis of appropriate delivery strategies and techniques, and an opportunity for hands-on practice teaching content area lessons.

EDUC 625 Philosophy of Education 3 cr.
Philosophies of education. The individual educator's rationale for designing curricula and developing ways of working with students.

EDUC 626 Technology Applications in Early Childhood Education 1 cr.
Explore the use of various technologies and software in the early childhood classroom. Activities will include the use of multimedia, discovery learning, writing tools, and tools to encourage creativity in young children. Research, exploration, and project oriented.

EDUC 627 Human Relations Education 3 cr.
Helping relationships, human behavior in groups and organizations, multicultural issues and applications, interpersonal teaching skills, applications of human relations principles.

EDUC 629 Elements of Statistics 3 cr.
The elements of descriptive statistics and their application to educational measurement.

EDUC 630 Tests and Measurements 3 cr.
Standardized and teacher-made testing and measurement. Standardized testing concepts. How to scientifically develop, revise, administer, and interpret teacher-made tests.

EDUC 631 Mental Hygiene for Teachers 3 cr.
Problems of personal and social maladjustment and their impact on teaching.

EDUC 632 Use of Telecurricular Instruction 3 cr.
Use of telecurricular instruction to create a bond between classroom instruction, curriculum, and technology. Overview of impact of telecurricular instruction on teaching and learning. Strategies and techniques in designing and managing telecurricular projects with K-12 students.

EDUC 633 Hypermedia and Multimedia: Educational Applications 3 cr.
Learn about hypermedia and multimedia. Become familiar with using a computer for hypermedia applications. Work with text, graphics, video, and sound to create presentations and information exploration materials which incorporate various approaches to teaching and learning. Design hypermedia projects that will involve K-12 students. Plan for integration of hypermedia into the curriculum.

EDUC 634 Telecommunications for Educators 1 cr.
Introductory course to familiarize educators with telecommunications in a "hands-on" environment. This course is intended to provide the opportunity for educators to become proficient in the use of telecommunications activities in the classroom.

EDUC 635 Courseware Evaluation & Integration 3 cr.
Develop competencies in courseware evaluation and selection for instruction. Study the nature of curriculum development and methods for integrating courseware into the curriculum.

EDUC 640 Curriculum Development 3 cr.
The nature of curriculum development: basic determinants, valid objectives, designing learning experiences, processes of curriculum organizations, systems of curriculum evaluation, and the procedures for curriculum improvement/change. Fall, Spring, Summer.

EDUC 645 Advanced Instruction Design 3 cr.
Advanced seminar dealing with the application of Instructional Systems Design principles for hypermedia and multimedia educational systems. Explores various theories of learning and information presentation as they apply to multimedia technologies and delivery systems.
Prerequisite: CUIIN 639.

EDUC 647 Advanced Educational Psychology 3 cr.
Principles of effective human learning. Major learning theories and their significance for classroom procedures and for general education theory.

EDUC 655 Design and Administration of Instructional Games 3 cr.
Theory, design, and administration of reality and simulation games for classroom use. Practice in designing a variety of games suitable for instruction in content areas. *Prerequisites: EDUC 201 and 202 or permission of instructor.*

EDUC 656 Diagnosis in Arithmetic 3 cr.
Diagnosis of student competencies, skills, errors; treatment plans; evaluation materials; teaching tips. *Prerequisites: ELED 471 or SCED 315 or permission of instructor.*

EDUC 658 Mathematics Workshop for Teachers 3 cr.
Construction of mathematical activities tailored to individual teacher needs. Novel methods, Ample materials developed for future classroom use. *Prerequisite: mathematics methods course for early childhood, elementary, or secondary level, or permission of instructor.*

EDUC 661 Mathematics: Curriculum, Instruction and Assessment 3 cr.
Current theory and practice for mathematics instruction in elementary education. Review of the research on children's developing conceptions and misconceptions about mathematics, children's problems in achieving literacy in another symbol system, children's error patterns, and principles of learning in elementary mathematics. Study of Maryland Outcomes and National Standards for Mathematics.

EDUC 662 Science and Health: Curriculum, Instruction, and Assessment 3 cr.
Research and best practices for health and science instruction in the elementary school. National Science Standards, Health Education Standards, and Maryland Outcomes are addressed. An overview of health education and health issues for elementary children.

EDUC 663 Management and the Learning Environment 2 cr.
Analysis and management of students in the classroom based on research. Organizational practices to create a positive classroom climate through pro-active management of the classroom and social skills development of the students.

EDUC 664 Diversity in the Classroom 3 cr.
Study of teachers' responsibilities in providing an appropriate program for diverse children including children with special needs. The development and implementation of instructional strategies and materials and appreciation of diverse populations based on research and best practices. School visitations required. Offered during Intersession.

EDUC 665 The Arts: Contrasts and Connections 3 cr.
Examination of elements, forms, and concepts in art and music. Interdisciplinary, team-taught approach to arts appreciation, criticism, and creation utilizing a variety of cultural resources.

EDUC 666 Social Studies: Curriculum, Instruction and Assessment 2 cr.
Addresses current theory and practice for social studies instruction in elementary education. Covers appropriate content and strategies for instruction as well as Maryland Outcomes and National Standards for Social Studies.

EDUC 680 Travel Study Tour of Maryland 3 cr.
A seven day travel study tour of environmental, economic, and historical resources in western, central, and southern Maryland. Completion

of a curriculum project. Sites studied include industrial facilities (Westvaco to Calvert Cliffs Nuclear Power Plant), environmental and recreational areas (Swallow Falls to Inner Harbor), and places of historical significance (Garret County Museum to St. Mary's City). Additional costs include meals and shared automobile expenses. Accommodations are provided.

EDUC 690 Current Concepts in Education 1/2-6 cr.
Analysis and discussion of current critical issues confronting education.

EDUC 691 Seminar in Education 3 cr.
Discussion of assigned research. Formal research paper required. *Prerequisite: Admission to degree status and permission of instructor.*

EDUC 695 Pre-Practicum 3 cr.
Analysis of the field-based group and individual experiences of the MAT student. Components of curricular planning including Dimensions of Learning and Maryland Outcomes in the subject field are emphasized. Continuous reflection and validation of performance based on research and best practices.

EDUC 696 Practicum Part I 4 cr.
Intensive experience in the professional development school for the initial certification student. Experience centers on the knowledge, skills, and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Cohort group remains as a critical element of the student's experience along with substantial time with a mentoring teacher. Peer coaching and collaborative efforts emphasized. Involvement with the school improvement process and study of school reform. Emphasis given to student's Professional Portfolio prior to the final assessment is part of the practicum experience.

EDUC 697 Practicum Part II 2 cr.
Intensive experience in the professional development school for the initial certification student. Knowledge, skills, and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Cohort group remains a critical element of the student's experience, but this semester along with substantial time with a mentoring teacher. Peer coaching and collaborative efforts emphasized. School improvement process and study of school reform. Attention given to the student's Professional Portfolio and to the student's final assessment Course is a continuation of the Spring Semester practicum experience designed to extend time in the Professional Development School and to provide students with the experiences of ending a school year.

EDUC 700 Master's Research Paper or Project
variable with a minimum **3 cr.**
Individual investigation or project related to the area of concentration and professional education. Enroll in final credit(s) of Master's Research Paper or Project in the semester in which you expect the paper or project to be approved. Should you not complete the paper or project in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of one additional credit of Master's Research Paper or Project each fall and spring semester thereafter until the paper or project is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/NC.

EDUC 710 Thesis
variable with a minimum **3 cr.**
Intensive investigation of an approved topic in the specialized area within the Master of Education Degree. Proposal required prior to registration. Enroll in final credit(s) of Thesis in the semester in which you expect the thesis to be approved. Should you not complete the thesis in the final semester, you will receive a CS grade in this course and will be

required to re-enroll in a minimum of one additional credit of Thesis each fall and spring semester thereafter until the thesis is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/NC.

SCCO 600 Introduction to School Counseling 3 cr.

Introduces the broad field of counseling, and specifically, school-oriented counseling in grades K-12. Core elements include: the nature of the helping relationship, introduction to basic counseling skills, and exploring attitudes and beliefs involved in developing and maintaining the helping relationship and how these fundamental core elements apply to the school counselor. Lab experience included which focuses on the counseling relationship and its personal implications. *Prerequisite: Admission to the School Counseling Program or permission of the instructor.*

SCCO 601 Principles and Practices of School Counseling 3 cr.

The development, organization, and administration of the school counseling program, K-12. Included are the principles upon which the program is built, appropriate procedures for successful program implementation, and professional counselor strategies and behaviors. Not open to students who have received credit for the former GUCO 601.

SCCO 602 Applied Readings in School Counseling 3 cr.

Application of current literature to the field of school counseling. Journals, books, and other sources of information such as internet resources will be examined with the purpose of applying current information to the practical work of the school counselor. Not open to students who have received credit for the former GUCO 602. *Prerequisites: SCCO 600, 603, 605.*

SCCO 603 School Counseling Theories 3 cr.

Classical and current theories of school counseling. Focus on application of theories to counseling with school children K-12 and families. Theoretical relevance leading to self-knowledge and developing personal counseling approaches explored. Not open to students who have received credit for the former GUCO 603.

SCCO 605 School Counseling Techniques 3 cr.

Counseling techniques from a variety of theoretical foundations. Strategies for working effectively with children and adults with a K-12 educational setting in mind. Not open to students who have received credit for the former GUCO 605. *Prerequisites: admission to School Counseling Program required, SCCO 600 and SCCO 603.*

SCCO 608 Career Counseling Issues for School Counselors 3 cr.

Designed to provide prospective counselors with knowledge and skills in helping students develop a realistic career plan through the synthesis of knowledge of self and the world-of-work. Not open to students who have received credit for the former GUCO 608. *Prerequisites: SCCO 603 and SCCO 619, or permission of instructor.*

SCCO 610 Ethics for School Counselors 3 cr.

Designed to present a legal and ethical framework for school counselors. Provides prospective school counselors with a basis for developing their professional code of ethics within the framework of the standards established by the American Counseling Association. Topics such as relevant court cases, child abuse issues and confidentiality will be explored. Not open to students who have received credit for the former GUCO 610. *Prerequisites: SCCO 600, 601, 603, 605 and 619.*

SCCO 613 Group Techniques for School Counselors 3 cr.

Provides prospective school counselors with knowledge and skills in the application of group procedures to the school setting K-12, including appropriate techniques in group guidance, group counseling, and school consultation. Not open to students who have received credit for the former GUCO 613. *Prerequisites: Admission to School Counseling Program required; SCCO 600, 603, and 605.*

SCCO 619 Appraisal Techniques for School Counselors 3 cr.

Provides prospective school counselors with knowledge and skills related to the philosophy, selection, and implementation of student appraisal techniques including the development, content, and trends in school testing programs. Review of standardized and teacher-made testing and measurement. Interpretation of testing results. Not open to students who have received credit for the former GUCO 619. *Prerequisites: EDUC 603 or permission of the instructor.*

SCCO 633 Advanced Counseling & Consulting Strategies with Specific Populations 3 cr.

Advanced counseling and consulting strategies appropriate for assisting various types of clientele encountered in a K-12 environment. Topics will vary based on current issues and needs. Not open to students who have received credit for the former GUCO 633. *Prerequisites: SCCO 600, 603, 605.*

SCCO 692 School Counseling Seminar 3 cr.

Through the study of recent professional literature in selected topic areas, students will increase their awareness and knowledge of significant trends in issues in guidance and will become more familiar with the current guidance procedures and techniques. Not open to students who have received credit for the former GUCO 692.

SCCO 693 Practicum in School Counseling 1-6 cr.

An academic as well as experiential class in which the student is responsible for providing 500 clock hours of counseling services to young people enrolled in grades K-12. Supervised experience in elementary, junior high (middle) school and secondary school counseling. A total of 6 graduate credits is required and may be taken over a one or two semester time period. Represents an integration of learned guidance and counseling skills as well as the relation of theory to practice. Taken during the last semester(s) of a student's program of study. Not open to students who have received credit for the former GUCO 693. *Prerequisites: completion of core counseling courses and permission of the program coordinator.*

REED 525 Creative Teaching of Reading 3 cr.

Workshop in preparing individual study units for reading skills, K-6, through learning centers, stations, and manipulative materials. *Prerequisite: REED 473 or permission of instructor.*

REED 530 Processes and Acquisition of Language and Reading 3 cr.

Study of basic linguistic and psycholinguistic insights into language acquisition and the primacy of language development processes in literacy, how the brain responds to language and reading, and the role of experiential background, prior knowledge, phonemic awareness, and personal significance in developing readers. The central concept of literacy will be introduced.

REED 531 Literacy Instruction 3 cr.

Definitions of reading and emergent literacy and the research, best practices, and instructional strategies which focus on reading from initial exploration of print through critical processing of literary experiences and content materials. Role of print, word study, text structure, com-

prehension, and classroom organization in developing a variety of strategies with developing readers. Early identification and intervention strategies for low achieving readers will also be analyzed. Concept of emerging literacy will be related to other areas of knowledge.

REED 532 Reading Materials 3 cr.

Research-based principles and precepts to the selection and use of a variety of reading materials. Teachers role for developing the long-term motivational support for developing literacy within a framework of inquiry. Research on motivation and relate it to reading. Variety of texts to be used in classes when reading for literary experience, reading to perform a task, and reading for information and relate them to current research on reading. Strategies for selecting materials, for retrieving materials, and for evaluating materials. Accessibility, variety of media, multicultural materials, text features, and oral and written responses to literature. Research and best practices on the role of parents and community in supporting the reading program.

REED 533 Reading Assessment 3 cr.

Knowledge of best practices and research using data from state, local, and classroom assessments of reading to make on-going modifications in their PDS classrooms that include strategies for prevention and intervention. Understanding of how to implement a variety of reading assessments and adjust the curriculum. Understanding of the circumstances under which the following types of reading assessments are valuable: teacher observations, running records, learning logs, performance assessment, portfolios, projects, rubrics, and norm-referenced assessments. Knowledge of how to provide meaningful input to Admission Review and Dismissal (A.R.D.) assessments. Communicate assessment data about individual student reading performance to parents.

REED 540 Children's Literature 3 cr.

Content and form of children's literature in books other than school textbooks. How to evaluate literature and use literary materials in teaching.

REED 610 Foundation of Teaching Reading 3 cr.

Methods and materials for teaching reading including the elementary school reading program. The application of research to the teaching of beginning readers, reading as a learning process. First course in the Reading program. Fall.

REED 617 Teaching Reading in the Content Areas 3 cr.

Methods to develop reading skills as part of the teacher's regular classroom instruction. Problems related to teaching students the skills specifically needed to read subject areas. Spring.

REED 620 Diagnosis and Correction of Reading Difficulties 3 cr.

Investigation of causes of reading disabilities and treating them. Individual and group testing and remedial techniques. Spring. *Prerequisite: REED 610*

REED 635 Middle and Secondary School Reading 3 cr.

For developmental, corrective, or remedial reading teachers in grades 4-12. Emphasis on theory and practice of instruction in the areas of comprehension, vocabulary, and study skills. *Prerequisite: REED 610 or REED 617.*

REED 636 The Psychology of Reading and Reading Difficulties 3 cr.

The reading process, including types of reading difficulties and their causes. Fall. *Prerequisite: REED 610.*

REED 637 Organizing and Administering the Reading Program 3 cr.

Reading program development, including in-service education in reading, evaluation of instructional materials, school and classroom organization for reading instruction, evaluation of the school reading program and working with content teachers. Fall. *Prerequisite: REED 620.*

REED 695 Reading Clinic 6 cr.

Combined class lecture and lab experience focusing on diagnosing and tutoring disabled readers. Summer only. *Prerequisite: REED 620.*

SPED 506 Arithmetic: Learning Disabilities and the Reluctant Learner 3 cr.

Introduction to learning disabilities and their interference with arithmetic performance in elementary school; teaching the undermotivated learner in mathematics.

SPED 510 Introduction to Special Education 1 cr.

History of special education in public schools. Study of legislative mandates and educational intervention procedures and resources. Definitions, characteristics, and prevalence of specific disabilities. Observations and field-based study required.

SPED 561 Characteristics of Exceptional Children 3 cr.

Etiology, diagnosis, physical, emotional, and social characteristics of exceptional children, including the gifted, retarded, and physically handicapped.

SPED 562 Introduction to the Education of Exceptional Children 3 cr.

Understanding the educational needs of exceptional children; preventive and remedial education.

SPED 563 Teaching Children with Special Needs 3 cr.

Observation, identification, and management of children with mild to moderate learning problems. Telecourse of 16 half-hour sessions with fifteen 2 & 1/2 hr. seminars. *Prerequisite: permission of instructor.*

SPED 581 The Gifted Learner 3 cr.

Study of recent research in characteristics, needs, and problems of gifted learners; model programs; future possibilities. *Prerequisite: Psychology 150 or Education 201 or permission of instructor.*

SPED 582 Curriculum for the Gifted Learner 3 cr.

Theoretical and practical approaches to teaching gifted learners; constructing unique plans for each teacher's needs. For those who deal with gifted learners. *Prerequisite: at least one course in curriculum.*

SPED 601 Assessment, Diagnosis, and Evaluation of Exceptional Children 3 cr.

Basic concepts, ethical concerns, legal issues and typical procedures related to the assessment and monitoring of exceptional individuals. Appropriate application and interpretation of testing results. Appropriate use of widely accepted assessment instruments. Strategies that consider the influence of diversity on the special education process. *Prerequisites: SPED 561 and SPED 562.*

SPED 602 Instructional Content and Practices for Exceptional Children 3 cr.

Instructional strategies and practices to meet the needs of individuals with disabilities including academic, behavioral, medical self-management, communication, vocational/career and general curriculum integrative needs. *Prerequisites include six credit hours of special education course work.*

SPED 603 Planning & Managing the Teaching & Learning Environment for Individuals with Disabilities**3 cr.**

Basic classroom management theories, methods and techniques for individuals with exceptional learning needs. Research-based best practices for effective management of teaching and learning. Use of technology in planning and managing the teaching and learning environment. Ten weeks field experience component. *Prerequisites: SPED 601 and SPED 602.*

SPED 604 Managing Student Behavior and Social Interaction Skills**3 cr.**

Strategies for promoting learning for students with behavior disorders. Ten weeks field experience component. *Prerequisites: SPED 601 and 602.*

SPED 605 Communication and Collaborative Partnerships in Special Education Programs**3 cr.**

Strategies for communication and collaboration in working with individuals with exceptional learning needs, parents, school personnel and community agencies. *Prerequisites: Six hours in special education courses.*

SPED 691 Seminar in Special Education**3 cr.**

A case study approach to dealing with issues and problems that individuals with disabilities and those who provide educational services for them encounter during the school experience. Demonstrations of competency in appropriate technology required during the course. A culminating course for majors. *Prerequisites: 18 hours of special education course work.*

English

ENGL 502 Editing and Production**3 cr.**

Design, layout, and editing techniques for professional publications. Reinforcement of copy editing and proofreading skills. Spring, even-numbered years. *Prerequisites: ENGL 308, 309, 310, 330 or 338.*

ENGL 507 American Fiction: 1865-1922**3 cr.**

American novels and short stories of the period, with special attention to literary history and the development of realism and naturalism. Spring, even-numbered years. *Prerequisite: ENGL 300 or permission of instructor.*

ENGL 508 Modern & Post-Modern American Fiction**3 cr.**

American novels and short stories from the 1920's to the present from a variety of cultural and gender perspectives. Spring, odd-numbered years. *Prerequisite: ENGL 300 or permission of instructor.*

ENGL 516 History of the English Language**3 cr.**

The English language from its beginnings to contemporary usage; changes in sounds, grammatical and spelling forms, syntax, and vocabulary. Spring only.

ENGL 518 Second Language Acquisition: Theory and Application**3 cr.**

Introduction to theories of how people learn second languages, with application to conducting research or to the teaching/tutoring of second/foreign languages (principally English as a second language). Spring of even-numbered years. *Prerequisites: ENGL 306 or 416 or LING 301 or permission of instructor.*

ENGL 520 Adolescent Literature**3 cr.**

Definition, classification, and analysis of adolescent literature and its value. Contemporary and classical works appropriate for or written especially for adolescents. Spring only.

ENGL 526 Modern American Poetry**3 cr.**

From its antecedents in Whitman and Dickinson to contemporary poets, with emphasis on Frost and Eliot. Spring of even-numbered years. *Prerequisite: ENGL 300 or permission of instructor.*

ENGL 530 The Composing Processes**3 cr.**

A survey of theory and research on the composing process. *Prerequisite: six hrs. of writing courses.*

ENGL 536 Advanced News and Feature Writing**3 cr.**

Skills in gathering and writing news. Techniques of New Journalism and writing for magazines. Spring only. *Prerequisite: ENGL 336 or permission of instructor.*

ENGL 540 Literature of the Environment**3 cr.**

Critical, multi-cultural and historical study of literature of the environment, emphasizing the variety of attitudes toward the land in essays and poetry.

ENGL 590 Selected Topics in English**3 cr.**

A course devoted to a selected aspect or body of literature limited in scope and of topical interest. Subject varies from offering to offering. See Academic schedule for specific title.

ENGL 599 Independent Study**1-3 cr.**

Reading and writing on a specific topic defined by the student in conjunction with a faculty director and the Chair of the Department.

ENGL 650 Literature and the Modern Humanities**6 cr.**

Twentieth-century fiction, drama, poetry, and essays with attention to writers' responses to issues of technology, war, racism, sexism, religious belief, and ideology. Developments in critical and aesthetic theory as well as seminal influences. Every third summer. *Prerequisite: admission to the Modern Humanities Program.*

ENGL 651 Research in Literature and Modern Humanities**3 cr.**

Research and preparation of a paper on a topic in literature growing out of English 650. Every third intersession. *Prerequisite: successful completion of English 650.*

ENGL 690 Current Concepts in Secondary English**3 cr.**

Secondary school English teaching. An exploration of recent issues of content and process. Repeatable with different topics.

ENGL 700 Master's Research Paper/Project in Modern Humanities**variable cr.**

Independent research paper or project exploring a 20th-century theme. Enroll in final credit(s) of Master's Research Paper/Project in the summer in which you expect the completed paper or project to be approved. For each registration prior to completion, a CS grade will be given and you will be required to re-enroll in a minimum of one additional credit of Master's Research Paper/Project each summer thereafter until the paper or project is completed. Upon completion, the CS grade in the credits contracted for initially will be replaced with a final letter grade (A,B,C, or F), additional credits will be graded P/NC. Summers and intersessions only.

Foreign Languages and Literature

French

FREN 502 The French Theater 3 cr.
French theater from 17th century to the present. Major schools and playwrights from Corneille to the antitheater of the mid-twentieth century. Alternate springs. *Prerequisite: FREN 315, or permission of instructor.*

FREN 504 French Fiction 3 cr.
Great novels, novellas, and short stories from the 17th century to present. Alternate springs. *Prerequisite: FREN 315, or permission of instructor.*

FREN 590 Special Topics in French Language and Literature 3 cr.
A selected topic such as an author or work, a genre or theme, translation or interpreting. *Prerequisites: two 300-level French courses and permission of instructor.*

Spanish

SPAN 501 Spanish Poetry and Drama I 3 cr.
Drama and poetry from the Middle Ages through the Golden Age. *Prerequisite: SPAN 315 or equivalent.*

SPAN 502 Spanish Fiction 3 cr.
Novels and short stories from Cervantes to the present. *Prerequisite: SPAN 315 or equivalent.*

SPAN 503 Spanish Poetry and Drama II 3 cr.
Drama and poetry from the Romantics to the present. *Prerequisite: SPAN 315 or equivalent.*

SPAN 504 Spanish Nonfiction Prose 3 cr.
The essay as Literature. Principal Spanish and Latin American essayists. *Prerequisite: SPAN 315 or equivalent.*

SPAN 590 Special Topics in Hispanic Language and Literature 3 cr.
A selected topic such as an author or work, a genre or theme, translation or interpreting. *Prerequisites: two 300-level Spanish courses and permission of instructor.*

SPAN 599 Individual Problems in the Spanish Language 1-4 cr
Individual research or activity requiring submission of a final paper or completed project. *Prerequisites: three 300-level Spanish courses and permission of instructor.*

Geography

GEOG 501 Geography of Europe 3 cr.
Physical, historical, and cultural features that have shaped the current landscapes of Europe. *Prerequisites: GEOG 103 (or 113) and GEOG 104 (or 114) or permission of instructor.*

GEOG 502 Geography of Russia and the Former Republics 3 cr.
Population, agriculture, mining, manufacturing, trade, and transportation of Russia and adjacent states. Human adjustment to the physical environment of the various regions. *Prerequisites: GEOG 103 (or 113) and 104 (or 114) or permission of instructor.*

GEOG 503 The Geography of Sub-Sahara Africa 3 cr.
The cultural, economic, physical and political potentials of Sub-Sahara Africa. The complex spatial patterns that define the Sub-Sahara African landscape are examined. *Prerequisite: GEOG 104 (or 114) or permission of instructor.*

GEOG 506 Conservation of Natural Resources 3 cr.
Current problems associated with the use and misuse of natural resources. *Prerequisites: GEOG 103 (or 113) and 104 (or 114) and/or permission of instructor.*

GEOG 507 Political Geography 3 cr.
The world patterns of nations; geographic factors affecting the background and present development of countries. *Prerequisite: GEOG 104 (or 114) or permission of instructor.*

GEOG 510 Locational Analysis 3 cr.
Theories and methods of analyzing and explaining the spatial location of economic activities. Emphasis is on theoretical, methodological and practical issues. The relationship between consumer behavior and the location of industrial service facilities is examined. Every third semester beginning Fall 1998. *Prerequisite: GEOG 104 (or 114) or permission of instructor.*

GEOG 512 Geographic Visualization 3 cr.
Current issues in cartography and geographic visualization are examined focusing on the use of maps and other visual representations to facilitate thinking, problem solving and decision making in geography. Key topics include the role of visualization in geography and cartography, visual functions and forms, interface design, map animation, multimedia, hypermedia, color, sound, and multivariate displays. Fall semester, even-numbered years. *Prerequisites: GEOG 275 and 310, or permission of instructor.*

GEOG 513 Remote Sensing-Aerial Photo Interpretation 3 cr.
Analysis of aerial photographs for geographic information; principles of image identification; stereoscopy and photo measurements, and interpretation of air photo images of natural and cultural landscapes. Two hrs. lecture and 2 hrs. lab. *Prerequisites: GEOG 103 (or 113) or permission of instructor.*

GEOG 514 Advanced Remote Sensing Techniques 3 cr.
Remote sensing of the environment with emphasis on interpretation. Use of digital imagery analysis, applications, modeling, and geographic information systems (GIS) interfaces. *Prerequisite: GEOG 275 and 413, or permission of instructor.*

GEOG 515 Advanced Cartographic Techniques 3 cr.
Computer-based advanced techniques of cartographic presentation. Focus on cartographic theory, map communication, and modern production cartography. Every semester. *Prerequisites: GEOG 275 and 310, and completion of two college mathematics courses.*

GEOG 521 Regional Planning 3 cr.
Contemporary topics in regional planning and development. Group and individual projects and research. *Prerequisite: GEOG 325 or permission of instructor.*

GEOG 530 Fluvial Geomorphology 3 cr.
Channelized and non-channelized flows in effecting landscape change, stream process-response relationships, and morphometric properties of drainage basins. Use of topographic maps and aerial photographs.

GEOG 532 Hydrology**3 cr.**

Physical and chemical processes of the movement of water through the rainfall-runoff segment of the hydrologic cycle. Infiltration and percolation, overland and channel flow, channel processes, and the nature of hydrographs.

GEOG 540 Introduction to Soils**3 cr.**

The identification and delineation of soil units on the landscape; their morphology, genesis, and use. Major soil profiles and soil/landscapes in relation to environmental factors. Two hrs. lecture and 2 hrs. lab/field session. *Prerequisite: GEOG 103 (or 113) or permission of instructor.*

GEOG 545 Biogeography**3 cr.**

Patterns of plant and animal distributions in the landscape are stressed and are considered in light of historical, environmental and biotic influences. Historical development of contemporary regional distributions, survey of world biomes and the importance of disturbance and human-induced changes on biotic distributions are considered. *Prerequisites: GEOG 103 or BIOL 100. BIOL 340 is recommended.*

GEOG 550 Urban Planning**3 cr.**

City Planning: needs assessment, land use suitability, policy, and design. Participation in limited scope planning projects. *Prerequisite: GEOG 324 or permission of the instructor.*

GEOG 560 Natural Hazards in the Physical Environment**3 cr.**

Study of hazards to human society arising from wind, water, and earth, either independently, or from human activities. Perception, prevention and mitigation of hazards; spatial distribution and impact on global population. *Prerequisite: GEOG 103 and senior standing or permission of instructor.*

GEOG 572 Environmental Planning**3 cr.**

Principles and methods used in environmental assessments and site analysis. Students will prepare an environmental impact statement, site development plan, and mine reclamation plan.

GEOG 573 Environmental Law**3 cr.**

A survey of federal and state environmental laws and regulations. History and role of environmental regulation related to air and water pollution, waste disposal, and resource development.

GEOG 599 Research in Geography**3 or 6 cr.**

Research in field of interest chosen by student and faculty. *Prerequisites: minimum of 15 hrs. of geography completed, GEOG 380, and permission of the Chair of the Department.*

Health & Physical Education

Health**HEED 503 Health Care of Children****3 cr.**

Health inspection and observation, prevention of communicable disease, and physical growth and development.

HEED 504 Health Instruction**3 cr.**

Basic concepts of health education. Implementing a health education program for grades K-12.

HEED 505 Human Sexuality**3 cr.**

Family relationships and human sexuality. Physical and mental health, and sociological considerations of sex education.

HEED 600 Modern Health Problems**3 cr.**

Analysis of current health problems in schools. Developing coordinated health programs to meet the needs of the school and community.

HEED 693 Field Work in Health Agencies**2-4 cr.**

Field study and participation in planned programs of official and voluntary health agencies. Offered as needed.

Physical Education**PHEC 501 Physiology of Exercise****3 cr.**

Exercise and the circulatory, respiratory, and nervous systems; efficiency of muscular work; fatigue; age, gender, and body type. Two hrs. lecture, one 2-hr. lab. *Prerequisite: BIOL 201 and 202 and PHSC 201 and 202 or equivalent.*

PHEC 502 Adapted Physical Activities**3 cr.**

Adapting physical activities to individual disabilities. Required prior to student teaching in Teacher Education Program. *Prerequisite: PHEC 303.*

PHEC 503 Administration of Secondary School Athletics**3 cr.**

Objectives of interscholastic athletics; their relation to the physical education program and the total school program. Local administrative control; regulations and standards; leadership in each sport; problems in athletics, trends, budgeting, and safety controls.

PHEC 504 Supervision in Health and Physical Education**3 cr.**

Philosophy of leadership to enhance the health and physical education curriculum.

PHEC 506 Camp Organization and Administration**3 cr.**

Principles in the conduct of agency and private camps. Site, physical equipment, leadership, and programming.

PHEC 507 Motor Learning and Performance**3 cr.**

Motor skill acquisition as learning. Nature of learner; guidance, results, motivation, practice, transfer, retention.

PHEC 580 Field Experience in Health, Physical Education, Sport, and Recreation**.05 to 6 cr.**

Special aspects of health, physical education, sport, and recreation. Site of study may vary. Offered as needed.

PHEC 590 Special Topics in Health, Physical Education, Recreation and Dance**1/2-6 cr.**

Unique or distinctive group study including such activities as clinics, workshops, or course work dealing with current topics related to health, physical education, recreation, and dance. Offered as needed.

PHEC 598 Readings in H.P.E.R.**1 to 4 cr.**

Intensive readings on a selected topic. Graded or P/N. *Prerequisite: permission of instructor.*

PHEC 599 Individual Problems in H.P.E.R.**1 to 4 cr.**

Individual activity requiring submission of a final paper or completed project. Graded or P/N. *Prerequisite: permission of instructor.*

PHEC 601 Philosophy of Physical Education and Athletics**3 cr.**

Individual responsibility to the school, community, team members, and themselves. Re-evaluation of philosophy in terms of past experiences.

PHEC 602 Current Literature and Research in Health, Physical Education and Recreation 4 cr.

Directed reading and class discussion based on recent literature in the field. Investigation of testing procedures and experimental methods for conducting research in human performance. Writing for publication.

PHEC 603 Evaluation and Measurement in Health, Physical Education, and Recreation 3 cr.

Examination of evaluation instruments, administering, analyzing, and interpreting test results.

PHEC 604 Human Movement and Physical Activity for the Elementary Classroom 1 cr.

Research based developmentally appropriate content, skills, and activities in physical education. Primary emphasis on regular classroom teacher role. Lecture and Lab. Spring.

PHEC 606 Theory of Curriculum Development in Physical Education 3 cr.

Principles and procedures for construction of a physical education course of study. Activity selection, arrangement, and implementation.

PHEC 609 The Psychology of Human Performance 3 cr.

Consideration of factors affecting performance: Motivation, aspiration incentives and arousal, discrimination and perception, learning and retention, personality and social correlates of performance.

PHEC 610 Sociological Interpretations of Physical Education and Sport 3 cr.

Analysis of the function and purpose of physical activity and sport in society. Sociological interpretation of movement and meaning, leisure sport, sport in the adolescent peer culture, dance forms and expressive movements, international sport and politics, and small group interaction.

PHEC 630 Advanced Physiology of Exercise 3 cr.

In-depth study of both acute responses and chronic adaptations to exercise, with particular emphasis on circulatory, respiratory, and musculo-skeletal functions.

PHEC 634 Graded Exercise Testing & Electrocardiogram Assessment 3 cr.

Training in protocols and procedures for administering progressively strenuous exercise tests and instruction in the evaluation of data regarding cardiac function during such testing.

PHEC 636 Using Technology in the Study of Human Performance 3 cr.

Practical applications of the micro-computer to the health fitness/wellness domain with special attention on the specific programs which are available in diagnosis, evaluation, and exercise prescription for adults.

PHEC 638 Nutrition and Weight Control in Adults 3 cr.

Study of all aspects of nutrition related to exercise with special emphasis on body weight control programs. Both physiological and psychological mechanisms related to nutrition and weight control will be included.

PHEC 639 Practicum in Human Performance Programs 1 to 3 cr.

To provide opportunities for practical experiences within the realm of exercise science by placing individuals in the field for "hands on" skill development in the working environment.

PHEC 690 Current Concepts in Physical Educ. 3 cr.

Critical evaluation of alternative points of view, synthesis of theories with practices, formulation of personal position concerning contemporary issues facing the physical education profession.

PHEC 691 Seminar in Health & Physical Education 1 to 3 cr.

Variable topic seminar.

PHEC 699 Individual Research in Health & P.E. 2 to 4 cr.

Study of problem in a selected area. Written and oral reports required. Graded or P/N. *Approval of the Chair of the Department required prior to registration.*

PHEC 700 Master's Research Paper or Project variable with a minimum 3 cr.

Individual investigation or project related to the area of concentration and professional education. Enroll in final credit(s) of Master's Research Paper or Project in the semester in which you expect the paper or project to be approved. Should you not complete the paper or project in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of one additional credit of Master's Research Paper or Project each fall and spring semester thereafter until the paper or project is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/NC.

PHEC 710 Thesis variable with a minimum 3 cr.

Intensive investigation of an approved topic in the area of Human Performance. Proposal required prior to registration. Enroll in final credit(s) of Thesis in the semester in which you expect the thesis to be approved. Should you not complete the thesis in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of one additional credit of Thesis each fall and spring semester thereafter until the thesis is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/NC.

Park & Recreation Resource Management**RECR 593 Field Experience in PRRM 3 cr.**

A guided work experience directly related to the student's academic program. Course does not count toward degree requirements.

RECR 611 Concepts and Foundations of Leisure 3 cr.

A study of recreation and leisure behavior, including concepts, theories and terminology. Emphasizes a historical and literary examination of the park and recreation field as a social movement and as a leisure industry.

RECR 641 Managing Open Space Resources 3 cr.

Focus on the integration of the subsystems which comprise a resource management plan from a recreational perspective including geology, soils, topography, vegetation, wildlife, hydrology, water quality, historical, cultural, and archeological resources.

RECR 642 Land Use Strategies for Conservation & Protection 3 cr.

Develops an understanding of the public powers commonly used to protect and conserve open space, historic and cultural resources, and public park and conservancy lands from threats of development and encroachment. *Prerequisite: RECR 641*

RECR 651 Organizational Behavior & Leadership in PRRM**3 cr.**

Addresses organizational behavior and leadership including the following topics: management by objectives, total quality management (TQM), time management, conflict management, group dynamics, relationship to boards and commissions, and motivating employees.

RECR 652 Fiscal Management in PRRM**3 cr.**

Addresses obtaining, allocating and reporting funding. Topics include planning strategies, fiscal planning, budget development, financial management tools, enterprise accounts, contracts and grants.

RECR 653 Communications & Organizational Decision Making in PRRM**3 cr.**

Focus on understanding the development and role of the executive as a decision-maker and leader within an organization and on the development of oral and written communication skills at the executive level.

RECR 654 Developing Promotional Information Systems in PRRM**3 cr.**

Focus on the development of information systems to promote the agency and its programs. Topics include client-oriented marketing, needs assessments, promotion and public relations.

RECR 655 Current Management Issues in PRRM**3 cr.**

Focus on topics of special interest to managers in PRRM such as personnel management, the changing work place, trends in leisure services, changing role and scope of public park and recreation agencies, legal issues, contracts, negligence, liability, risk management, and emerging human resource issues. *Prerequisites: RECR 651, 652, 653, 654*

RECR 681 Research Methods in PRRM**3 cr.**

Provides an introduction to research methods used in the PRRM field.

RECR 682 Evaluation & Statistics in PRRM**3 cr.**

Examines evaluation techniques and basic statistics used in the PRRM field. *Prerequisite: RECR 681*

RECR 683 Thesis Preparation**3 cr.**

Assists students in developing their research problem or thesis including the statement of the problem, review of the literature and methodology. *Prerequisites: RECR 681, 682*

RECR 694 Mentorship Program in PRRM**3 cr.**

A guided experience under the direct supervision of a leader in the field. Course does not count toward degree requirements.

RECR 699 Individual Research in PRRM**3 cr.**

An individual investigation or project related to the area of concentration of the student. Course does not count toward degree requirements.

RECR 700 Research Project of Thesis

variable with a minimum of 6 cr.

Individual investigation, case study, or project related to the area of concentration and professional education. Enroll in final credit(s) of this course in the semester in which you expect the paper or project to be approved. Should you not complete the thesis or project in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of one additional credit of this course each fall and spring semester thereafter until the paper or project is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/NC. *Prerequisite: RECR 683 or permission of the instructor.*

History

HIST 515 History of American Women**3 cr.**

The experience of all groups of women in America from pre-Columbian times to the present. How female roles are shaped by changing socio-economic circumstances.

HIST 522 Diplomatic History of Europe, 1789-The Present**3 cr.**

The relations of the great European powers from 1789 to the present, emphasizing the causes of the World Wars and Cold War relationships.

HIST 528 U.S. Diplomatic History 1815-Present**3 cr.**

A study of the history of the foreign relations of the United States from 1815 to the present including the era of the War of 1812, the American Civil War, and the American imperial expansion, the diplomacy of World War I and the Versailles Peace treaty, the period between the wars, World War II, the Cold War, Vietnam, and the Nuclear Age.

HIST 538 History of Canada**3 cr.**

Introduction of Canadian history, geography, political institutions, and social economic development from the discovery of Canada and its settlement by the English and French to the present.

HIST 550 The History of Mexico**3 cr.**

The development of Mexican society from the pre-Columbian period to the present. The Aztec and Mayan civilizations, the implanting of Spanish control, the origins of the Mexican Revolution and its long-range impact.

HIST 551 Contemporary Latin American**3 cr.**

Survey of development in the principal Latin American nations since World War II.

HIST 552 Traditional Africa**3 cr.**

The African pre-colonial states; their government, economic systems, cultural patterns, achievements, and relations with other African and non-African peoples.

HIST 553 Contemporary Africa**3 cr.**

The 20th-century emergence of representative African nations; the achievements of these nations; their current political, economic, and social problems.

HIST 554 Spanish-Speaking Minorities in the United States**3 cr.**

The Mexican-American, Puerto Rican, and Cuban populations of the United States: their pre-migration culture and history, their patterns of migration, the process of acculturation, and their current position in Anglo-American society. The literature of these groups as a tool for understanding their vision of their experience in this society.

HIST 561 Colonial American, 1607-1763**3 cr.**

From settlement of Jamestown through the French and Indian War: European backgrounds, religious development, regional differences, Indian relations, and cultural life.

HIST 562 Revolutionary America, 1763-1789**3 cr.**

From the conclusion of the French and Indian War to the formulation of the United States Constitution: British-American imperial relations; cultural developments in the 18th century; origins, impact, and general nature of the American Revolution; and the formation of the Federal Union.

HIST 563 The Age of Jefferson and Jackson, 1789-1848**3 cr.**

From Washington's presidency through the administration of James K. Polk. The philosophies of Hamilton and Jefferson, the origins of political parties, politics of the Jacksonian era, Indian removal, the development of transportation, the frontier, and emerging sectionalism.

HIST 564 The Civil War and Reconstruction, 1849-1877**3 cr.**

From the end of the Mexican War through the period of Southern Reconstruction: sectionalism, slavery, abolitionism, and the social, political, military, and economic impact of the War Between the States.

HIST 565 Gilded Age America, 1877-1913**3 cr.**

From the presidency of Hayes through the Progressive Era; the labor movement, growth of the city, immigration, imperialism, art and architecture, and politics.

HIST 566 The United States in the 20th Century, 1914-1945**3 cr.**

The home front during World War I, postwar reaction, the 1920's, the Stock Market Crash, the Great Depression, the New Deal, and American society during World War II.

HIST 567 The United States in the 20th Century, 1945-Present**3 cr.**

The Truman, Eisenhower, and Kennedy years; the Cold War and McCarthyism; the 1960's; black and student movements; Johnson and Vietnam; Nixon and Watergate; and more recent presidencies.

HIST 573 United States Military History, 1775-1914**3 cr.**

From the American Revolution to start of World War I; Revolutionary War, War of 1812, Mexican War, Civil War, Indian Wars, Spanish-American War, and United States imperial expansion. Also offered as Military Science 473.

HIST 574 United States Military History, 1914-Present**3 cr.**

World War I, World War II, Cold War, Korean War, Vietnam War, the nuclear-missile age. Also offered as Military Science 474.

HIST 650 History and the Modern Humanities**6 cr.**

Introduction to the discipline of history and its function among the humanities. Ethical and moral issues involved in selected historical developments of the 20th century. Political, scientific, and social developments crucial to defining and understanding the unique predicament of humanity in the 20th century. Every third summer. *Prerequisite: admission to Modern Humanities Program.*

HIST 651 Research in History and Modern Humanities**3 cr.**

Research and preparation of a paper on topic in history growing out of History 650. Every third intersession. *Prerequisite: successful completion of History 650.*

HIST 698 Readings in History**3 cr.**

Independent reading under direction of a history department faculty member.

HIST 700 Master's Research Paper/Project in Modern Humanities**Var. cr.**

Independent research paper or project exploring a 20th-century theme. Enroll in final credit(s) of Master's Research Paper/Project in the summer in which you expect the completed paper or project to be approved. For each registration prior to completion, a CS grade will be given and you will be required to re-enroll in a minimum of one additional credit of Master's Research Paper/Project each summer thereafter until the

paper or project is completed. Upon completion, the CS grade in the credits contracted for initially will be replaced with a final letter grade (A,B,C, or F), additional credits will be graded P/NC. Summers and intersessions only.

MBA Courses**MGMT 507 Information Management****3 cr.**

Development of information collection and processing skills through the exploration of presentation software, data management, online data services, introduction to case analysis study, and communication of that information by the use of a personal computer. Exploration of management issues around new technology and information processing.

MGMT 509 Managerial Communications**3 cr.**

Development of business writing, oral presentation, interpersonal communication, and feedback skills.

MGMT 510 The Leadership Process**3 cr.**

The purpose of the course is to utilize the process of self-awareness as a framework for individual development. It is designed to facilitate behavioral changes needed for development as a leader. It considers personality type, values, individual differences, early development, current needs and future goals. In addition, the course explores interpersonal skills and behaviors required to manage in a world of continuous change. *Prerequisite: MGMT 509.*

MGMT 511 Economics for Managers**3 cr.**

This course is intended to foster an understanding of fundamental economic concepts and their relevance to organizational performance. It will address the linkage between a variety of economic variables and normal and necessary organizational decisions. The implications of an organization's position within the global economic environment will be explored. In the process, the student will be challenged to apply various tools focusing on both microeconomic and macroeconomic levels of analysis.

MGMT 512 Management Decision Analysis**3 cr.**

Development of analytical framework for problem solving and decision making. Problem identification, decision making under uncertainty, decision trees, time management, identification and use of data sources, the creative process.

MGMT 540 Financial Accounting**3 cr.**

This course is an introduction to financial accounting. It includes such topics as (1) the construction and analysis of income statements, balance sheets, statements of retained earnings and statements of cash flow; (2) the construction and analysis of cash budgets and proforma financial statements; and (3) ratio analysis of financial statements.

MGMT 542 Human and Organizational Performance Systems**3 cr.**

The study of individual and group performance in relation to organizational goal attainment, continuous improvement efforts, and the fostering of individual learning. Specific attention will be accorded the influence of leadership, motivational concepts, organizational culture, organizational structure, and change activities. *Prerequisites: MGMT 509 and 510.*

MGMT 546 Managerial Accounting**3 cr.**

This course will introduce the student to management accounting and its use in managerial decision making. Students will examine the behavior of costs and their impact on organizational planning and con-

trol. The course will explore responsibility accounting and budgeting to include overhead allocation, variance analysis, and flexible budgets. Also included is an introduction to capital budgeting and present value analysis. *Prerequisites: MGMT 507 and MGMT 540.*

MGMT 554 The Political, Ethical, Regulatory and Legal Dimensions of Managing **3 cr.**

This course will offer students opportunities to consider how pervasive the influence of the regulatory and legal environments is on managerial behavior, as well as address what organizations can do politically to influence these environments. Integral to discussions of these topical areas is the issue of ethical choice as it relates to managerial decision-making.

MGMT 580 Strategic Planning & Analysis **3 cr.**

Explores strategic planning as (1) a way of thinking vital to organizational success in today's dynamic environment, and (2) an iterative, ongoing process involving the entire organization. Focus is directed toward the criticality of sustainable competitive advantage to organizational viability through a multi-level perspective.

MGMT 607 Information Management in Organizations **3 cr.**

This course explores the use of information technology (IT) to support organizational decision-making through data collection, integration and conveyance. It will explore how the process is influenced by factors internal to the organization (e.g., organizational structure, user needs and capabilities, etc.) and external to the organization (e.g., customers, environmental considerations). The course will consider challenges to information system efficacy (related to operational context, changing environmental factors, etc.), assessment of structural and process sufficiency and conduct of cost/benefit assessment of existing systems, as well as of prospective improvements. These will be addressed in the context of a team-based project plan. In addition to the project, course activities will include case analysis and the use of analytical and presentation technology. *Prerequisite: MGMT 580.*

MGMT 610 Financial Management **3 cr.**

This course will discuss the analytical tools and concepts utilized by the manager to make the financial decisions consistent with the goals of the firm, through the application of selected cases, research project, and problems. In the process, topics such as Working Capital Management, Cost of Capital, Capital Structure, Capital Budgeting, Lease Analysis and Risk Analysis will be addressed. *Prerequisites: MGMT 507 through MGMT 554.*

MGMT 620 Managing Organizational Change and Human Resource Policy **3 cr.**

This course addresses approaches to organizational adaptation in response to changing environmental pressures, the increasing responsibility of the manager in human resource practices, and assesses the effectiveness of current and innovative HR practices. Topics examined include the management of diversity, conflict, and performance and organizational development. *Prerequisites: MGMT 509, 510, 512, 542, 554, 580.*

MGMT 630 Process Management **3 cr.**

This course addresses the core issues of process management: (1) Purpose - the identification of organization and process customers and their requirements; (2) Method - the conceptualization of processes, including flowcharting; (3) Measurement - of processes in terms of customer requirements; (4) Variation - as a prerequisite to interpreting measures. *Prerequisites: MGMT 507, 512, 546 and 580.*

MGMT 640 Marketing Management **3 cr.**

Development of issues relative to (1) customer/client wants and needs; (2) product and/or service design; and (3) communication of information about the product or service to customers/clients. *Prerequisites: MGMT 512 and MGMT 580.*

MGMT 680 Strategic Integration **3 cr.**

The use and integration of knowledge, techniques, and skills developed in the prerequisite courses through the in-depth oral and written analysis of one complex, multiple issue case to further develop the students' critical thinking skills. *Prerequisites: MGMT 507 through MGMT 640.*

MGMT 691 Seminar in Management **3 cr.**

Specific management topic not covered in the regular curriculum. Offered in response to petition of seven or more students. Does not apply to MBA requirements.

MGMT 693 Field Experience in Management **3 cr./1 cr.**

The integration and synthesis of the previous 15 courses through the activities of being a management consultant to an organization in the community and outside the present career track of the student. Enroll initially for three credits. Should you not complete this course during your initial semester, you will receive a grade of CS. You must then re-enroll in the course for one additional credit in each subsequent semester, provided you are making satisfactory progress (as determined by the instructor), until you have completed the course. Upon completion of the course, the instructor will change the CS grade for the initial three credits to a letter grade of A, B, C, or F and each subsequent 1 credit of CS to P or NC. The semester of completion of this course will be the semester of completion of the MBA program. *Prerequisites: MGMT 507 through MGMT 680.*

MGMT 699 Individual Research in Management **3 cr.**

Directed study for topics and issues not covered in the regular curriculum. Does not apply to MBA requirements. Open to undergraduates. *Prerequisites: Approval of department chair and submission of independent study request.*

Mathematics

MATH 515 Foundations of Mathematics **3 cr.**

Theory of sets; mathematical logic; methods of proof in mathematics; the real number system; selected topics. *Prerequisite: MATH 228 or concurrent enrollment in MATH 228.*

MATH 520 Advanced Calculus **3 cr.**

Limits, continuity, differentiation and integration extended to higher dimensional spaces. Topics from vector analysis and Fourier analysis. *Prerequisite: MATH 320.*

MATH 525 Introduction to Real Analysis **3 cr.**

Topology of real numbers; sequences, cluster points, continuity, theory of differentiation and integration; elements of measure theory; infinite series. *Prerequisite: MATH 228.*

MATH 526 Introduction to Complex Analysis **3 cr.**

Analytic functions: Cauchy's Theorem; Taylor and Laurent series; meromorphic functions: residue theory; conformal mapping. *Prerequisite: MATH 228.*

MATH 532 Differential Equations **3 cr.**

Solution of ordinary differential equations; Laplace transform; numerical methods; solution by series. Fall only. *Prerequisite: MATH 228.*

- MATH 535 Numerical Analysis** 3 cr.
Elements of numerical methods frequently used in applied mathematics and the natural sciences; algorithms suitable for use in computers. *Prerequisite: MATH 228 and COSC 200 or permission of instructor.*
- MATH 537 Combinatorics and Graph Theory** 3 cr.
General enumeration techniques, elements of graph theory, matrix representations of graphs, and applications of graph theory. Variable frequency. See department secretary for up-to-date schedule. *Prerequisite: MATH 228 or permission of instructor.*
- MATH 540 Modern College Geometry** 3 cr.
An introductory synthetic study of geometry; finite, absolute, affine, Euclidean, hyperbolic, elliptic and projective geometries. *Prerequisite: MATH 228.*
- MATH 551 Modern Higher Algebra** 3 cr.
Basic study of the structure of groups and rings: isomorphism theorems; special kinds of rings; additional topics. *Prerequisite: MATH 228.*
- MATH 552 Linear Algebra** 3 cr.
Basic study of vector spaces and their relationships to matrix algebra: the algebra of linear transformations; linear functionals and dual spaces; inner product spaces; and decomposition theorems. Variable frequency. See department secretary for up-to-date schedule. *Prerequisite: MATH 228. MATH 350 strongly recommended.*
- MATH 560 Introductory Topology** 3 cr.
The topology of metric spaces; introduction to general topological spaces; the separation axioms; compactness; connectedness. *Prerequisite: MATH 228.*
- MATH 561 History of Mathematics** 3 cr.
Historical development of mathematics and its concepts. Contributions of individuals and societies to the development of mathematics. *Prerequisite: MATH 228.*
- MATH 565 Theory of Numbers** 3 cr.
Divisibility; Diophantine equations; congruences; sums of squares; additional topics. Variable frequency. See department secretary for up-to-date schedule. *Prerequisite: MATH 228.*
- MATH 570 Mathematical Models and Applications** 3 cr.
Model-building processes, the assumptions underlying mathematical models and the generation and interpretation of results from models. Theory and illustrative applications of modeling. Analyses of models constructed by students. *Prerequisite: MATH 228, or permission of instructor.*
- MATH 575 Theory of Secondary Mathematics Education** 3 cr.
Theoretical aspects of teaching mathematics at the secondary level. Philosophical and psychological principles of learning mathematics and their application.
- MATH 580 Probability and Statistics** 3 cr.
A deeper study of probability and statistics. Continuous probability distributions and their statistical applications. *Prerequisites: MATH 228, MATH 380, or permission of instructor.*
- MATH 581 Applied Regression Analysis** 3 cr.
A matrix approach to linear and multiple regression using SPSS; selecting the best regression equation; model building; and linear model approach to ANOVA and ANCOVA. *Prerequisites: MATH 380 (or MATH 209) and MATH 350 or permission of instructor.*
- MATH 582 Applied Nonparametric Statistics** 3 cr.
Sign tests; tests based on ranking methods, including correlation and regression; nonparametric confidence intervals and point estimates; chi-square tests; and efficiency estimates. *Prerequisite: MATH 209 or MATH 219 or MATH 380.*
- MATH 590 Selected Topics in Mathematics** 3 cr.
A specialized topic or recent development in mathematics. May be taken more than once if the topics are substantially different. Does not duplicate any other course offered by the Department of Mathematics. *Prerequisite: MATH 228 or permission of instructor.*
- MATH 591 Seminar in Mathematics** 3 cr.
Individual reports and group discussions on mathematical topics and applications. Written project required. *Prerequisite: permission of instructor.*
- MATH 592 Internship Seminar** 3 cr.
Academic component of internship. Requires co-registration in 595. Graded A-F.
- MATH 595 Internship in Mathematics** 6 or 12 cr.
Experiential component of internship; guided work experience in conjunction with MATH 592; must directly relate to academic program. Full-time interns register for 12 credits in MATH 595 and 3 credits in MATH 592. Part-time interns register for 6 credits in MATH 595 and 3 credits in MATH 592. Graded P/F. *Prerequisites: good academic standing; submission of the Internship Agreement form to the internship director prior to registering; completion of MATH 226, 227 and 228 and four math courses at 300 or 500 level (or enrollment in the fourth 300 or 500 level mathematics course at time of application); GPA of at least 3.0 in mathematics; and any requirements of the sponsoring agency.*
- MATH 680 Research Statistics** 3 cr.
Applied statistical methods. Experimental design; analysis of variance; multiple regression; and correlation. *Prerequisite: MATH 209 or equivalent.*
- MATH 690 Current Concepts in Mathematics Education** 3 cr.
Secondary school mathematics teaching. Development of units of instruction; methods of informal evaluation; contemporary learning theories; trends in secondary school mathematics curricula; and teaching strategies.
- MATH 698 Reading in Mathematics** 3 cr.
Library research and individual study.
- MATH 699 Individual Research in Mathematics** 3 cr.
Selected advanced topics in mathematics.
- MATH 700 Master's Research Paper or Project** 3 cr.
An individual investigation or project related to the area of concentration and professional education.
- MATH 710 Thesis in Mathematics** 6 cr.
A research project in mathematics. Written report and oral presentation required.

Music

MUSC 590 Special Topics in Music Education .5- 6cr.
A selected aspect of music education. Subject varies; see Academic Schedule for specific titles. *Prerequisite: permission of the instructor.*

MUSC 599 Individual Research in Music 1-6 cr.
Intensive individual study in an area of special interest under the direction of a staff member. Fall only. *Prerequisite: permission of the Chair of the Department.*

Philosophy

PHIL 650 Philosophy and the Modern Humanities 6 cr.
In light of the technological changes affecting rights and obligations in interpersonal relationships, in the professions, and in specific political and economic structures, special attention is given to moral responsibility as a particular concern of twentieth century philosophy. Topics include equality as an issue of social justice, the effect of technology upon moral dilemmas (especially upon biomedical ethics and human behavior in war), and political/ideological influences upon ethical judgment. Every third summer. *Prerequisite: admission to Modern Humanities Program.*

PHIL 651 Research in Philosophy and Modern Humanities 3 cr.
Research and preparation of a paper on a topic in Philosophy growing out of Philosophy 650. Every third intersession. *Prerequisite: successful completion of Philosophy 650.*

PHIL 700 Master's Research Paper/Project in Modern Humanities var. cr.
Independent research paper/project exploring a 20th-century theme. Enroll in final credit(s) of Master's Research Paper/Project in the summer in which you expect the completed paper or project to be approved. For each registration prior to completion, a CS grade will be given and you will be required to re-enroll in a minimum of one additional credit of Master's Research Paper/Project each summer thereafter until the paper or project is completed. Upon completion, the CS grade in the credits contracted for initially will be replaced with a final letter grade (A,B,C, or F), additional credits will be graded P/NC. Summers and intersessions only.

Political Science

POSC 522 American Constitutional Law I 3 cr.
A study of the Constitution of the United States as defined in the principal decisions and opinions of the courts, with emphasis on the relationship between the federal government and the state governments and among the three branches of the federal government.

POSC 523 American Constitutional Law II 3 cr.
A study of the Constitution of the United States as defined in the principal decisions and opinions of the courts, with emphasis on the relationship of the individual to the federal and state governments.

POSC 527 The American Presidency 3 cr.
An analysis of the modern American presidency. It emphasizes the president's interaction with the bureaucracy and Congress in the mak-

ing of American public policy, both domestic and foreign. Topics include the evolution of the president's role in the American political system, the nature of presidential power, and the impact of the president's personality and the growth of the White House staff on executive leadership and decision-making.

POSC 571 American Political Thought 3 cr.
Analytical study of the evolution of political ideas and institutions in the United States from the colonial period to the mid-twentieth century. Topics include our Puritan and Enlightenment heritage, the impact of political reform movements, and themes in American policy.

POSC 591 Seminar in Political Science 3 cr.
Lectures, discussions, student reports, research techniques, criticism, interpretation. Individual research (senior thesis) on a common topic, with interim reports and final formal presentation of a paper. *Prerequisite: written permission of instructor.*

POSC 598 Readings in Political Science 1 to 6 cr.
Individual advanced readings on a special interest. Regular conference with instructor. Repeatable to 6 credits. Every semester. *Prerequisites: two of the following: POSC 110, 211, 321; plus written permission of instructor.*

POSC 698 Readings in Political Science 3 cr.
Advanced readings and independent study in a topic of advanced special interest. *Prerequisite: permission of instructor, graduate standing.*

Psychology

Graduate students in the M.S. Counseling Psychology program will be given priority enrolling in all graduate level psychology courses. If you have not been admitted to the M.S. Counseling Psychology program, then you will need to be granted permission by the instructor in order to take any of the courses listed as graduate level courses.

PSYC 504 Psychology of the Exceptional Child 3 cr.
Developmental and behavioral characteristics of exceptional children as they relate to inclusion, classroom management, federal laws and psychological treatment. Topics on exceptional children include: mental retardation, physical disabilities, giftedness, emotional problems and autism. *Prerequisites: PSYC 210 or 212, or permission of instructor.*

PSYC 508 Tests and Measurements 3 cr.
Psychological and educational tests, their validity, reliability, scale transformation, norms, and standardization. Administration, uses and interpretation of various instruments of assessment. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 510 Introduction to Counseling 3 cr.
Practical and theoretical foundation for further study. The nature of helping relationships, conditions for counseling, stages in the counseling process, and the counselor as a professional helper. Role playing, audio and video tape experiences, and related skill-development exercises. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 514 Theories of Personality 3 cr.
General survey of the principal theories and research concerning the nature and development of personality. Variable. *Prerequisites: PSYC 150/151; PSYC 210 or 212; or permission of instructor.*

PSYC 520 Physiological Psychology**3 cr.**

Characteristics of the nervous and endocrine system and their relationship to human behavior. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 530 Health Psychology**3 cr.**

Psychological principles applied to the promotion and maintenance of health, the prevention and treatment of illness and changing public opinion about health related matters. Behavioral components of health risk factors and improvement of the health care system are addressed. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 544 The Male Experience**3 cr.**

Examination from a gender-sensitive perspective of factors affecting the development of male behavior in American society. Emphasis on the contributions of psychology to understanding gender-related developments; contributions of other social sciences and biology are also incorporated. Topics include work, sports, male-female relations, friendship, minority experience, sexuality, power. Three hours lecture, discussion. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 550 Multicultural Counseling**3 cr.**

Focuses on developing the skills and a conceptual framework that will enhance the student's ability to counsel individuals of diverse cultural backgrounds. Self-understanding and its effect on cross-cultural relationships will also be emphasized. Variable. *Prerequisites: PSYC 410, 510, 600 or permission of the instructor. (Note: all three prerequisite courses are versions of Introduction to Counseling)*

PSYC 570 Advanced Experimental Psychology**4 cr.**

Development and application of research methods and procedures to current problems in psychology, with emphasis on human subjects. Multivariate statistics. Individual projects and lab required. Variable. *Prerequisite: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 581 History and Systems**3 cr.**

Historical foundations of the discipline of psychology. Survey of recent and current systems of theoretical ideas in psychology. Attention to the roots of the discipline in philosophy and science; consideration of the work of great psychologists and associated systems. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 585 Behavioral Approaches to Human Problems**3 cr.**

Therapeutic application of learning principles to problems in the behavior of children and adults; normal childhood development; education and habit disorders; depression, severely disordered behavior, anxiety; and sexual problems in adults. Behavioral assessment, behavior change programs, and evaluation of such programs. Individual research and project required. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 590 Special Topics in Psychology**1-4 cr.**

Either a practicum to develop psychological skills or a content-oriented course to provide a critical appraisal of a selected topic, as announced. Does not duplicate any other course offered by the Department of Psychology. Four credits when 5 contact hrs. are required (such as 2 hrs. lab and 3 hrs. lecture). May be repeated for credit if the topics are substantially different. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 591 Seminar in Psychology**3 cr.**

Oral reports on a selected theme topic presented and discussed by students in a group setting. Written reports may also be required. Attendance at all seminar meetings expected. May be repeated for credit if topics are substantially different. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 600 Introduction to Counseling and Assessment**3 cr.**

Practical and theoretical foundation for further study. The nature of helping relationships, conducting clinical assessment, psycho-social assessment, mental status exam, dynamic formulation, stages in the counseling process, and the counselor as a professional helper. Role playing, audio and/or video tape experiences, and related skill-development exercises. *Prerequisites: Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the program Coordinator.*

PSYC 602 Advanced Research Evaluation and Interpretation**3 cr.**

Analysis of research design theory and practice. Development of skills to evaluate and apply research to counseling and human services. Lab exercises constitute about half the class time.

PSYC 610 Small Group Dynamics/ Introduction to Group Counseling**3 cr.**

Small group process, including leadership, early and later stages in the development of a group; application and integration of group counseling theories and techniques. Participation in lab exercises required. *Prerequisite: PSYC 410 or PSYC 510. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Graduate Program Coordinator.*

PSYC 614 Advanced Developmental Psychology**3 cr.**

General survey of the principle theories and research concerning human development. Areas discussed include psychosocial, cognitive, and physical development. The clinical implications of development are considered. *Prerequisites: Undergraduate developmental psychology course and admission to the M.S. in Counseling Psychology Program or permission of the instructor.*

PSYC 616 Psychological Issues in Career Counseling**3 cr.**

The interconnectedness of work/career issues to the other facets of an individual's life, providing a framework for understanding how psychological issues affect one's ability to function effectively in the workplace, and, in turn, how work-related issues affect one's non-work existence. Development of career counseling and assessment skills.

PSYC 617 Advanced Abnormal Psychology**3 cr.**

Symptoms, treatment, and psychodynamics of major clinical areas. Etiology and intervention strategies. *Prerequisites: PSYC 150, 417 or permission of instructor.*

PSYC 618 Advanced Child and Adolescent Disorders**3 cr.**

Examination of the nature, classification and etiology of child/adolescent emotional and behavioral disorders. Biopsychosocial and developmental-systems approaches are emphasized. Empirically supported treatment for the disorders is considered. *Prerequisite: PSYC 614. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Graduate Program Coordinator.*

PSYC 619 Professional, Ethical and Legal Issues in Counseling**3 cr.**

Professional standards, legal standards and ethical issues and practices in counseling, including substance abuse counseling.

PSYC 630 Theories and Techniques of Counseling I**3 cr.**

Comprehensive study and practice of Cognitive-Behavioral counseling theory and technique with brief exposure to Psychodynamic, Gestalt, and Existential modes. *Prerequisite: PSYC 600. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Program Coordinator.*

PSYC 640 Theories & Techniques of Counseling II**3 cr.**

Survey and practice application of cognitive-behavioral and other empirically supported techniques, including briefer therapies. Exploration of critiques and alternatives to these techniques. *Prerequisite: PSYC 630. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Program Coordinator.*

PSYC 650 Family Therapy**3 cr.**

Survey of major family therapy approaches. *Prerequisite: PSYC 630. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Graduate Program Coordinator.*

PSYC 660 Individual Assessment**3 cr.**

Study and application of Intelligence scales and other instruments for evaluating characteristics of the individual. Case-appropriate use of materials for intellectual assessment will be emphasized with the opportunity to expand into aptitude, achievement, interests, personality assessment. *Prerequisites: PSYC 408 or 508 and PSYC 600. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Program Coordinator.*

PSYC 680 Advanced Treatment Strategies with Children and Adolescents**3 cr.**

Examination of empirically supported therapy approaches for children, adolescents and their families. *Prerequisites: PSYC 650. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Graduate Program Coordinator.*

PSYC 686 Addictions Issues and Treatment**3 cr.**

Practical application of research and theory to addiction counseling. Overview of treatment-related issues, including assessment and diagnosis. Review of psychopharmacology. *Prerequisites: PSYC 410/510 or 600, or permission of the instructor.*

PSYC 692 Advanced Seminar in Counseling**3 cr.**

Advanced study in major topic areas of counseling. *Prerequisite: permission of instructor. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Graduate Program Coordinator.*

PSYC 695 Internship in Counseling**5-12 cr.**

On-site supervised experience in vocational, educational, and psychological counseling. Integration of counseling skills, theory, ethics, and practices. Between 15 and 36 hours per week. Graded Pass/Non Pass/CS. *Prerequisites: all program requirements completed except PSYC 692; permission of instructor.*

PSYC 696 Advanced Internship in Counseling**5-12 cr.**

Continuation of PSYC 695. Placement in appropriate on-the-job, on-site supervised situations. Graded Pass/Non Pass/CS. *Prerequisite: completion of PSYC 695.*

PSYC 698 Readings in Psychology**1-6 cr.**

Advanced individualized study under direction of faculty. Summaries and conclusions to form required written report. Usual credit 1-3 hrs. Repeatable with different topics. Proposal required. *Prerequisite: graduate standing.*

PSYC 699 Individual Research in Psychology**1-6 cr.**

Research, practicum, or other individualized learning experience, directed by faculty. Reading and group setting projects ineligible (see PSYC 698 and 490/491). Formal written report required. Usual credit 1-3 hrs. Repeatable with different topics. Proposal required. *Prerequisite: graduate standing.*

Social Science**SOSC 700 Master's Research Paper or Project****3 cr.**

An individual investigation or project related to area of concentration and professional education.

Sociology**SOCI 536 Sociological Aspects of Mass Communication****3 cr.**

The social development of the mass media, societal influences upon them, and their effects upon society. *Prerequisite: 9 hrs. of sociology or permission of instructor.*

SOCI 542 Juvenile Delinquency**3 cr.**

The social causes and consequences of juvenile delinquency. Juvenile law, the police, courts, and correctional institutions. *Prerequisite: SOCI 100 or SOCI 111.*

SOCI 568 Sociology of Later Life**3 cr.**

The dimensions of aging, including the aging process, the implications of increasing life expectancy, and societal reactions to the aged. *Prerequisite: SOCI 100 or SOCI 111*

SOCI 591 Seminar in Sociology**3 cr.**

Advanced studies in selected topics. Individual study and research for class reports. Formal paper required. *Prerequisite: permission of instructor.*

SOCI 599 Individual Problems in Sociology**1-3 cr.**

Special research project open to any upper-level student who submits a proposal, prior to the semester of the project, to the professor who will supervise the project. Department Chair's written approval of the project is required. Formal report of the study is required and filed. *Prerequisite: permission of the instructor.*

SOCI 625 Community Analysis for Administrators**3 cr.**

Appraisal of community theory; practical applications of research to community reconnaissance. The role of community information and personnel in decision-making. *Prerequisite: enrollment in the University of Maryland Administration Doctoral Program.*

Personnel Register

Personnel information current as of 6/00.

Administration

Office of the President

CATHERINE R. GIRA, President. B.S., California State College, Pennsylvania; M.Ed., M.L.A., The Johns Hopkins University; Ph.D., The American University.

KAREN A. TREBER, Assistant to the President for Legal Affairs. B.A., Bryn Mawr College; J.D., The National Law Center, George Washington University.

PANSYE S. ATKINSON, Director of Affirmative Action/EEO. B.A., Fisk University; M.Ed., Frostburg State University.

JAMES W. SHAW, Director of Hagerstown and Frederick Centers. B.A., B.S., Otterbein College; M.A., Ph.D., University of Michigan.

JO ELLEN M. BARNHART, Assistant to the Director of the Hagerstown Center. A.A., Hagerstown Junior College; B.S., Towson State University; M.L.A., Western Maryland College.

STUART B. TENNANT, Vice President for Enrollment Management. B.A., M.A., Ph.D., The Ohio State University.

BERNARD WYNDER, Director of Recruitment Services. B.S., M.Ed., Frostburg State University.

MARJORIE J. ROBISON, Associate Director of Recruitment Services, Chief Financial Aid Officer. B.S., Frostburg State University.

WRAY N. BLAIR, Associate Director of Admissions. B.S., M.S.J., West Virginia University.

PATRICIA E. GREGORY, Associate Director of Admissions. B.S., M.B.A., Frostburg State University.

BENJAMIN D. BRUDNOCK, Assistant Director of Recruitment Services/Financial Aid. B.A., Waynesburg College; M.Ed., Frostburg State University.

DAVID W. SHANTON, Assistant Director of Admissions/Financial Aid and Minority Recruiter. B.A., M.A., West Virginia University.

DAVID J. ADAMS, Admissions Counselor. B.A., Old Dominion University.

NICOLE M. SCALETTA, Admissions Counselor. B.S., Frostburg State University.

EDITH D. BEVAN, Technical Coordinator for Recruitment Services. B.S., M.B.A., Frostburg State University.

ANGELA L. HOVATTER, Financial Aid Counselor. B.S., Frostburg State University.

University Advancement

GARY S. HOROWITZ, Vice President for University Advancement. B.A., The City College of New York; M.A., Ph.D., The Ohio State University.

COLLEEN T. PETERSON, Associate Vice President for University Advancement/Director of Alumni Affairs. B.S.E., State University of New York at Cortland.

A. TYRONE DEMARTINO, Director of News & Media Services. B.A., Frostburg State University.

ELIZABETH D. MEDCALF, Associate Director of News & Media Services. B.A., Roanoke College.

SARA C. MULLINS, Staff Writer. B.A., West Virginia University.

LYNN BUCKHEIT, Assistant Director of Alumni Affairs and Coordinator of Parent Programs. B.S., University of Delaware.

RENÉ G. ATKINSON, Director of Radio Station WFWM. B.A., Park College; M.Ed., St. Lawrence University; M.S., Frostburg State University.

JACK B. AYLOR, Director of Development. A.A., Potomac State College; B.S., West Virginia University.

CHRISTOPHER J. HARMON, Director of Annual Giving. B.S., University of Maryland, College Park.

COLLEEN C. STUMP, Director of Publications. B.S., M.Ed., Indiana University of Pennsylvania.

ANN TOWNSELL, Graphic Designer. B.S., Frostburg State University.

BRYCE W. QUARVE, Director of Arts, Marketing and Outreach. B.M., University of Idaho; M.A., St. Mary's University of Minnesota.

Academic Affairs

CHRISTINE R. GRONTKOWSKI, Provost. B.A., Seton Hill College; M.A., Ph.D., Fordham University.

JOHN F. BOWMAN, Associate Provost. B.S., The Ohio State University; M.A., University of Kentucky; Ph.D., University of Pittsburgh.

KAREN M. BAMBACUS, Director of Instructional Technology. B.S., M.Ed., Indiana University of Pennsylvania.

BRIAN K. WILSON, Distance Learning Specialist/Programmer. A.A., Allegany College; B.S., M.Ed., Frostburg State University.

VACANT, Director of Research and Sponsored Programs.

SANFORD J. MACMILLEN, Assistant Director. B.S., Frostburg State University.

JAMES M. LIMBAUGH, Director of Special Academic Services. B.A., M.S., East Texas State University.

JOSEPH F. MALAK, Dean of Assessment, Graduate Services and Special Programs. B.S., California State College; M.Ed., Ph.D., University of Pittsburgh.

VACANT, Assistant Dean of Graduate Services.

AMY C. SIMES, Director of the Center for International Education. B.S., Virginia Polytechnic Institute and State University; M.A., University of Georgia; Ph.D., University of Nottingham, U.K.

CHARLES TEETS, Director of Academic Computing. B.S., Bowie State University; M.Ed., Frostburg State University.

TERESA J. FECK, Assistant Director of Academic Computing. A.A., Allegany College; B.S., M.B.A., Frostburg State University.

STEPHANIE R. CESNICK, Webmaster. B.S., Frostburg State University.

DAVID A. WEBB, Academic Computing Lab Manager. B.A., Frostburg State University.

VACANT, Microcomputer Liaison.

ROBERT E. SMITH, JR., Director of Information Services. B.S., M.B.A., Frostburg State University.

MARY J. GARTNER, Assistant Provost. A.B., Oberlin College; Ed.D., Harvard University.

DAVID M. GILLESPIE, Director of the Library. A.B., Glenville State College; M.L.S., Indiana University; A.M.D., Ph.D., Florida State University.

ELEANOR MESSMAN-MANDICOTT, Associate Director of the Library/Technology. B.A., M.L.S., State University of New York at Geneseo.

PAMELA L. WILLIAMS, Associate Director of the Library/User Services. B.A., St. Joseph College; M.L.S., Kent State University; M.A., Frostburg State University.

FRED YAFFE, Dean, College of Liberal Arts and Sciences. B.S., University of Maryland; M.S., Ph.D., Howard University.

VACANT, Associate Dean, College of Liberal Arts and Sciences.

LINDA A. STEELE, Administrative Specialist for Engineering Collaborative Program. B.S., M.B.A., Frostburg State University.

VACANT, Performing Arts Center Facilities Manager.

STEVEN P. WILKINSON, Dean, College of Business. B.S., Ph.D., Southern Illinois University.

SUSAN ARISMAN, Dean, College of Education. B.S., Marquette University; M.A., University of Minnesota; Ph.D., The University of Chicago.

DIANE M. MOREA, Director of Athletics. B.S., M.A., Western Michigan University; M.B.A., Lake Erie College.

CHRISTOPHER G. MC KNIGHT, Assistant Athletic Director/Head Coach, Baseball. B.S., Dowling College.

ERIC C. HALLENBECK, Assistant Coach, Baseball/P.E. Center Staff. B.S., Frostburg State University.

VACANT, Sports Information Director.

ANTHONY J. ZALOGA, Head Athletic Trainer. B.S., Northeastern University; M.S., Indiana State University.

LONNIE ATHEY, Head Coach, Men's & Women's Tennis. B.S., West Virginia University.

JAMES M. CRAWLEY, Head Coach, Women's Basketball. B.A., Lynchburg College; M.A., George Peabody College.

NANCY W. CRAWLEY, Assistant Coach, Women's Basketball. B.A., Lynchburg College; M. Ed., Frostburg State University.

ERIC B. DAY, Head Coach, Women's Lacrosse/Assistant Coach, Football/

Assistant to Athletic Director. B.S., M.Ed., Frostburg State University.

R. WEBB HATCH, Head Coach, Men's Basketball. B.A., Virginia Military Institute; M.S., Old Dominion University.

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Policies

University System of Maryland Policy for Student Residency Classification for Admission, Tuition and Charge-Differential Purposes

I. Policy

It is the policy of the Board of Regents of the University System of Maryland to recognize the categories of in-state and out-of-state students for purposes of admission, tuition, and charge differentials at those constituent institutions where such differentiation has been established. The student is responsible for providing the information to establish eligibility for in-state resident status.

Students who are financially independent or financially dependent, as defined herein, shall have their residency classification determined on the basis of permanent residency which for purposes of this policy shall be determined by the criteria set forth in I. A. through E. below. A student will be assigned in-state status for admission, tuition, and charge differential purposes only if the student, or if the student is financially dependent, the parent, guardian or spouse, fulfills all of the following:

A. FOR AT LEAST TWELVE CONSECUTIVE MONTHS immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies, the student, or in the case of a financially dependent student, the student's parent, guardian or spouse MUST:

1. own and continuously occupy or rent and continuously occupy living quarters in Maryland. There must exist a genuine deed or lease in the individual's name reflecting payments/rents and terms typical of those in the community at the time executed. Persons not having such a lease may submit an affidavit reflecting payments/rents and terms as well as the name and address of the person to whom payments are made which may be considered as meeting this condition. As an alternative to ownership or rental of living quarters in Maryland, a student may share living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian, or spouse;
2. maintain within Maryland substantially all personal property;

3. pay Maryland income taxes on all earned taxable income, including all taxable income earned outside the state;
4. receive no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland;
5. have a legal ability under federal and Maryland law to reside permanently in Maryland without interruption.

B. For at least eleven consecutive months immediately prior to and including the last date available to register for courses in the semester for which the application applies, the student, or if the student is financially dependent, the parent, guardian or spouse, must:

1. Register all owned motor vehicles in Maryland; and
2. Obtain a valid driver's license issued by the State of Maryland, if licensed to drive in any other jurisdiction;

C. Within twelve consecutive months immediately prior to and including the last date available to register for courses in the semester for which the application applies, the student, or if the student is financially dependent, the parent, guardian or spouse must register to vote in Maryland, if registered in any other jurisdiction.

D. A financially independent student classified as in-state loses that status at such time as the student no longer meets one or more of the criteria set forth in I. A.-C. A financially dependent student classified as in-state loses that status at such time as the parent, guardian or spouse on whom the status was based no longer meets one or more of those criteria.

E. In addition, persons in the following categories shall be accorded the benefits of in-state status for the period in which any of the following conditions apply:

1. A full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland;

2. The spouse or dependent child of a full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland;

3. A full-time active member of the Armed Forces of the United States whose home of residence is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person;

4. For UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty;

4. A graduate assistant appointed through the University System of Maryland for the semester/term of the appointment. Except through prior arrangement, status is applicable only for enrollment at the institution awarding the assistantship.

F. Students not entitled to in-state status under the preceding paragraphs shall be assigned out-of-state status for admission, tuition, and charge-differential purposes.

II. Procedures

A. An initial determination of in-state status will be made by the University at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in residency status must be requested by submitting a University System of Maryland "Petition for Change in Residency Classification for Admission, Tuition and Charge Differential." A student applying for a change to in-state status must furnish all required documentation with the petition by the last published date to register for the

forthcoming semester/term for which a residency classification is sought.

- C. The student shall notify the institution in writing within fifteen (15) days of any change of circumstances which may alter in-state status.
- D. In the event incomplete, false, or misleading information is presented, the institution may, at its discretion, revoke in-state status and take other disciplinary actions provided for by the institution's policy. If in-state status is gained due to false or misleading information, the University reserves the right to retroactively assess all out-of-state charges for each semester/term affected.
- E. Each institution of the University System of Maryland shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the President or designee has the authority to waive any residency criterion as set forth in Section I, if it is determined that application of the criterion creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

III. Definitions

- A. Financially Dependent: For purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes, or who receives more than one-half of his or her support from a parent, legal guardian, or spouse during the twelve (12) month period immediately prior to the last published date for registration for the semester or session. If a student receives more than one-half of his or her support in the aggregate from a parent and/or legal guardian and/or spouse, the student shall be considered financially dependent on the person providing the greater amount of support. The dependent relationship must have formally existed by legally contracted marriage or court order recognized under the laws of the State of Maryland for at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies.
- B. Financially Independent: A financially independent student is one who (1) declares himself or herself to be financially independent as defined herein; (2) does not appear as a dependent on the Federal or State income tax return of any other person; (3) receives less than one-half of his or her support from any other person or persons; and (4) demonstrates that he or she provides through self-generated support one-half or more of his or her total expenses.
- C. Parent: A parent may be a natural parent, or, if established by a court order recognized under the laws of the State of Maryland, an adoptive parent.
- D. Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.
- E. Spouse: A spouse is a partner in a legally contracted marriage as recognized under the laws of the State of Maryland.
- F. Self-generated: describes income which is derived solely from compensation for an individual's own efforts as evidenced, for example, by federal or state W-2 forms or IRS Form 1099 where interest income is based upon finances created from one's own efforts. For the purposes of this policy grants, stipends, awards, benefits, loans and gifts (including Federal and State aid, grants, and loans) may not be used as self-generated income.
- G. Regular Employee: A regular employee is a person employed by the University System of Maryland who is assigned to a state budget line. Examples of categories NOT considered regular employees are graduate assistants, contingent employees, if-and-when needed, and temporaries.

FSU Procedure for Residency Status Appeals

Any student who wishes to appeal the decision of residency status previously determined by the Office of the Registrar or the Admissions Office, may do so in writing to the Appeals Board for Residency Status. This board shall consist of representatives designated from the Provost, the Student and Educational Services, and the Administration and Finance divisions. The appeal will be reviewed by the board members in the order listed. Only by unanimous agreement of the board members will the decision of the Office of the Registrar or Admissions be overruled. Upon request, the President or designee has the authority to waive any residency requirements if it is determined that the student is indeed a permanent resident and application of the criteria creates an unjust result.

A student desiring to appeal should obtain and submit the University System of Maryland "Petition for Change in Residency Classification for Admission, Tuition and Charge Differential" through the office that made the original residency status decision, the Office of the Registrar or the Admissions Office.

University Procedures for Review of Alleged Arbitrary and Capricious Grading

Grounds for Grievance

The following procedures implement the University System of Maryland Policy for Review of Alleged Arbitrary and Capricious Grading (BOR III-1.20) and are designed to provide a means for a student to seek review of final course grades alleged to be arbitrary and capricious. In this policy the term *arbitrary and capricious* grading means 1) the assignment of a course grade to a student on some basis other than performance in the course; 2) the assignment of a course grade to a student by unreasonable application of standards different from the standards that were applied to other students in that course; or 3) the assignment of a course grade by a substantial and unreasonable departure from the instructor's initially articulated standards.

Alleging a final grade to have been determined in an arbitrary and capricious manner is the sole ground upon which a student may seek review under these procedures. Since matters within the instructor's sphere of academic judgment — such as choice of instructional and evaluation methods, criteria, and standards for evaluation — are not grounds for grievance, the burden of proving arbitrary and capricious grading by clear and convincing evidence will rest with the student.

How to Undertake a Grade Grievance

Students or faculty who desire additional information about the procedures that follow should contact the Assistant to the Provost.

Stage I: Mediation

A student seeking review for a final grade in a course should make a reasonable effort to confer with the instructor and attempt to resolve the matter informally. If this effort is unsuccessful, the student approaches the chair of the department offering the course to request mediation of the grade dispute. This action must be taken no later than the 15th class day of the semester subsequent to the term in which the grade was received. The chair will inform the student of the grounds proper to a grade grievance, as stated above. The chair also will review relevant material and consult with the instructor in an effort to resolve the issue of the

grade. (If the instructor involved is the chair, the student approaches the senior faculty member in the department to request mediation.)

In cases where a resolution mutually acceptable to the student and the instructor is not forthcoming, and the student wishes to pursue a formal grievance, the student may proceed to Stage II.

Stage II: Formal Grievance

As a precondition to filing a formal grievance, a student must fulfill all of his/her responsibilities and meet the deadline specified in Stage I: Mediation above.

By the end of the 30th class day of the semester, a student wishing to grieve a grade must file a written grievance with the instructor's school dean. This grievance must describe in detail the bases for the allegation that the grade was arbitrary and capricious, and include all evidence supporting that claim. The student must send copies of this statement to the instructor and the chair.

The dean will dismiss the grievance if the student 1) did not participate in Stage I: Mediation and/or meet the deadline specified in Stage I; 2) did not file the Stage II appeal by the stated deadline; 3) does not furnish evidence that the allegations, if true, constitute arbitrary and capricious grading, as defined above; and/or 4) has filed a complaint concerning the same grade with the Office of Affirmative Action/EEO alleging discrimination or sexual harassment.

If the grievance is not dismissed, the dean shall ask the instructor to respond to the grievance in writing within ten class days, addressing the response to the dean and copying the student and the chair. The dean will ask the chair to forward all documentary evidence collected during the mediation stage to the dean.

If the grievance is not dismissed, the dean shall appoint within ten class days a grade grievance committee of three tenured faculty members and shall schedule an informal, non-adversarial grade grievance hearing. The student, the instructor, and the chair will be invited to attend the hearing, and may present relevant evidence. The dean also will attend and may choose to participate in the discussion. In keeping with the informal nature of the

hearing, neither the student nor the instructor may be accompanied by a representative or advisor. If the academic records of other students in the grievant's class are relevant to the discussion, the grievant must be excused for that portion of the hearing in order to protect the privacy of other students. At the conclusion of the hearing, the committee shall forward its recommendation to the dean, who may accept, reject or alter the recommendation. The dean shall render a decision to the student in writing, either in support of the original grade or of a grade change. If the dean recommends a grade change and the instructor refuses to change the grade, the dean will vacate and replace the grade in question.

In deciding whether the circumstances justify changing the grade, the dean shall determine whether the grievant has provided clear and convincing evidence of *arbitrary and capricious* grading. Copies of the dean's decision, which shall be final, will be filed with the instructor and the chair.

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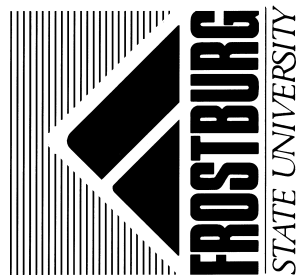
Welcome to Frostburg State University

Office Directory

Administrative Offices.....	Hitchins	Information	Public Safety Building
Admissions	Pullen	Planetarium	Taves
Advancement	Hitchins	President	Hitchins
Alumni	Hitchins	Registrar	Pullen
Business Office	Hitchins	Residence Life	Annapolis Basement
Campus Police	Public Safety Building	Student & Educational Services	Hitchins
Dining Hall	Chesapeake	Student Union	Lane Center
Facilities/Maintenance	Stangle		
Financial Aid	Pullen		
Foundation	Hitchins		
Graduate Services	Pullen		
Human Resources	Hitchins		
Health Center	Brady		

Phone Numbers

Admissions	301/687-4201
Graduate Services	301/687-7053
Information	301/687-4000



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